DOCUMENT RESUME

ED 087 166 EC 061 198

TITLE	A Guide for Teachers of the Educable Mentally Handicapped. Secondary.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.
PUB DATE	Jan 74
NOTE	358p.; This document contains 245 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	Academic Achievement; Adolescents; *Curriculum Guides; *Educable Mentally Handicapped; *Exceptional Child Education; Instructional Materials; Interpersonal Competence; Mentally Handicapped; *Prevocational Education; *Vocational Education; Work Study Programs
IDENTIFIERS	New Mexico

ABSTRACT

Presented is a curriculum guide for a prevocational, vocational, and work study program to be used with educable mentally retarded (EMR) students, 12 to 21 years of age. Delineated are the following aspects of New Mexico's program for EMR students: definition, rationale, educational interventions, administration, psychoeducational diagnosis for placement, individual programing, and teacher qualifications. Provided for students 12 to 16 years of age in the prevocational level are objectives, activities, and instructional materials in the following skill areas: communication (such as reading), mathematics and science to achieve academic skills: interpersonal relationships, citizenship, safety/health/hygiene, and leisure time skills (such as music and physical education) to achieve social skills; and vocational training, job tasks, and home arts to achieve vocational skills. The vocational component for students 15 to 21 years of age is presented in the same format though science and leisure time skills are omitted. The work study program is described in terms of objectives (such as participation in a productive way of life), eligibility, school responsibilities, community canvassing, and task analyses of work stations such as the library aide. Illustrations show skill components for occupational areas of homemaking, housekeeping, food services building trades, auto skills, and garden/nursery work. Included are attachments such as child labor provisions. Given in the appendix are items such as a bilingual/bicultural model and a bibliography of approximately 300 instructional materials and sources. (MC)

EC 061 198

ED 087166

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A GUIDE FOR TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED

SECONDARY

STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION UNIT
SANTA FE NEW MEXICO

A GUIDE FOR TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED

PREPARED UNDER THE DIRECTION
of the
SPECIAL EDUCATION UNIT
ELIE S. GUTIERREZ, DIRECTOR

Ruth Fletcher Brown
Tony Espinosa
Albert S. Comez
Paula Parks
LaNiece Robison

in cooperation with
Jane Blumenfeld, Ph.D., Pearl E. Thompson: Committee Co-Chairmen

Benjamin Baca	Santa Fe Public Schools
Claire Bossuet	Gallup Public Schools
Roland Caster	Las Cruces Public Schools
Barbara Gray	Southwestern New Mexico Services to Handicapped Children & Adults
Shirley Jones	Las Vegas – Special Education Instructional Materials Center
Louis McDonald	Roswell Public Schools
Henrietta Mitchell	Lovington Public Schools
Illustrated by	Beverly S. Vogel

NEW MEXICO STATE DEPARTMENT OF EDUCATION
Santa Fe, New Mexico
January 1974

Development and Publication of this Guide was made possible through funds from ESEA Title VI-B, P.L. 91-230

TABLE OF CONTENTS

Foreword 9

Introduction 10

Acknowledgements 11

Definition 12

Rationale 13

Program

- Educational Interventions 14
- Program Administration 16
- Placement and Psychoeducational Diagnosis 20

Programming

- Individual Programming 22
- Principles of Presentation 25
- Cultural and Language Awareness 26

Professional and Personal Qualifications for Teachers and Aides 28

Scope and Sequence Chart 30

PRE-VOCATIONAL

ACADEMIC

Communication

Listening ..... PV 1

Speaking ..... PV 2

Reading ..... PV 5

Writing ..... PV 10

Spelling ..... PV 14

Mathematics

Basic Facts and Processes ..... PV 16

Business Math ..... PV 22

Consumer Math ..... PV 25

Science

Physical Environment ..... PV 28

Technological Environment ..... PV 30

SOCIAL

Inter-personal Relationships

Self ..... PV 32

Groups ..... PV 34

SOCIAL (Continued)

Citizenship

Heritage ..... PV 35

Function of Government ..... PV 36

Safety, Health and Hygiene

Health and Hygiene ..... PV 37

Safety ..... PV 40

Leisure Time

Music ..... PV 42

Art ..... PV 44

Physical Education ..... PV 46

Life Time – Sports and Activities ..... PV 47

VOCATIONAL

Vocational Preparatory Training

Occupational Goals ..... PV 49

Job Application ..... PV 53

On the Job ..... PV 55

Practical Arts

Home & Family Living ..... PV 56

Transportation ..... PV 60

VOCATIONAL

ACADEMIC

Communication

Listening ..... Voc 1

Interpretation ..... Voc 2

Speaking ..... Voc 3

Reading ..... Voc 6

Writing and Spelling ..... Voc 9

Mathematics

Facts and Processes ..... Voc 12

Business Math ..... Voc 13

Consumer Math ..... Voc 14

SOCIAL

Inter-Personal Relationships

Self ..... Voc 15

Groups ..... Voc 18

Citizenship

Heritage ..... Voc 20

Legal Responsibilities ..... Voc 21

Function of Government ..... Voc 23

Democratic Process ..... Voc 25

SOCIAL (Continued)

Safety, Health and Hygiene

Health and Safety ..... Voc 27

Hygiene ..... Voc 31

VOCATIONAL

Preparatory ..... Voc 32

Work Stations ..... Voc 38

Practical Arts

Home Economics ..... Voc 41

Gardening ..... Voc 43

Transportation ..... Voc 44

WORK STUDY PROGRAM

Introduction ..... WS 1

Definition and Objectives ..... WS 2

Eligibility ..... WS 3

Responsibilities ..... WS 4

Community Canvassing ..... WS 9

Work Stations ..... WS 11

Attachments

Child Labor Laws ..... WS 37

Attachments (Continued)

Operating Procedures – Division of Vocational Rehabilitation ..... WS 40

Work-Study Program – Vocation Education Division ..... WS 41

Parental Slips ..... WS 44

Job Training Report ..... WS 46

Student Profile ..... WS 47

Appendix

Program Models

Bilingual/Bicultural ..... A 1

Life Experience ..... A 11

Social Learning ..... A 15

Fail-Save ..... A 17

Program Components

Behavior Modification ..... A 20

Contracting ..... A 22

The Listening Center ..... A 24

Materials and Services

Regional Centers ..... A 28

Prescriptive Materials Retrival System ..... A 30

Textbook Adoption List ..... A 32

Publishers ..... A 43

Annotated Bibliography ..... A 44

FOREWORD

The launching of planned, comprehensive, Special Education program expansion has begun in New Mexico. This thrust will provide opportunity for thousands of exceptional children in our state to receive a public school education that is commensurate with each child's individual need and designed to enable the child to reach his maximum potential.

One of the needs of human beings is to become self-sustaining members of our society. To help all children become contributing citizens, many programs have been developed for children with special problems. One such special program is for the educable mentally handicapped.

This publication is one of a two-part series of curriculum development in life experience areas designed for the educable mentally handicapped. The major goal of the publications is the improvement of instruction for these children.

The practical aspect of the guide forecasts a realistic preparation for life adjustment. Proper implementation of these guides will more nearly insure for each mentally handicapped pupil the development of adequate personal adjustment, appropriate work habits, and worthy social attitudes. Every effort has been made to present a format which compasses not only current philosophies, but also presents appropriate intervention strategies in a developmental sequence.

No program can be successful without creative teachers; therefore, teachers are urged to exercise their ingenuity in implementing the suggested activities and to explore freely the possibility of additional activities. Hopefully, this guide with its suggestions will foster unity rather than uniformity in the curriculum for the educable mentally handicapped.

Elie S. Gutierrez, Director
Special Education

INTRODUCTION

"Much of Special Education for the mildly retarded is becoming obsolete. Never in our history has there been a greater urgency to take stock and to search out new roles for a large number of today's special educators." [1]

In current literature, the educable mentally handicapped (EMH) child is referred to as mildly retarded. It is the education of the EMH child, then, that is discussed in the article by Lloyd Dunn from which the quotation is taken.

The current edition of Dunn's book *Exceptional Children in The Schools: Special Education in Transition*, reexamines nomenclature, labels, methods and traditional approaches to special programs for the mildly retarded.

It is quite possible that in a few years a guide such as this will be used only by regular class or resource teachers to get ideas for working with students who have what Dunn refers to as "sociointellectual inadequacy."

Special Educators are attempting to decrease their use of labels with exceptional students in favor of a noncategorical approach to programming. Learning styles and learning needs are being studied and students are being offered individualized programs which are responsive to styles and needs.

In view of these changes, the committee preparing this guide would like to urge teachers to use the guide as a springboard to new approaches rather than limiting the learnings of their students to the material found in the guide. It is a compendium of ideas; and it should not be thought of as either the only approach nor as if it contained everything necessary for the education of the educably mentally handicapped student.

---

1 Lloyd M. Dunn, "Special Education for the Mildly Retarded – Is Much of it Justifiable?" *Exceptional Children*, September, 1968.

ACKNOWLEDGEMENTS

Acknowledgements and thanks are due the many individuals throughout New Mexico who contributed of their time and talents to the development of this Curriculum Guide, for the Guide could not have been completed without their cooperation. Many suggestions and articles were anonymous. Those who can be credited are listed below:

Charlene Hughes, LeRoy Martinez, Mary Roberts, Helen Michelson, Susan Rael, Lovella Millsap, Mary Louise Doran, Maxine Cooper, Susie Doran, Carl Baldwin, Don Whiteside, Sandra Ross, Patrick Hirner, Kit Doran, Herb Parks, David F. David, Cecilia R. Prelo, Vannie A. Graves, Kathryn J. Harrell, Janice M. Sleeper, Thomas B. Toney, Sandra Mueller, Jim Peterson, Beverly Vogel, Marjorie McCament, Bonnie Wakefield, Dr. Gary Adamson, Viola Sierra, Mario Baca, Tony Espinoza, Bill Gutierrez, Virginia Sanchez, Marigean Spayer, Hester Gault, Elva B. Dreibelbis, Bernice Colwell, Helen Ortega, Margaret A. McKenney, Jeannette Martin, Lenora M. Holt, Mary Crossman, Hugh L. Davis, Susan P. Kubie, Sara Sullivan, E. M. Saiz, Dorothy H. Allen, Faye J. Boles, Jennie M. Capps, Douglas Johnson, Bill Hirth, Geraldine Buss, Lucerne D. Knight, Frances C. Gonzales, Barry Cole, Clyde Dunning, Gladys Patterson, Horace Garcia, Joan Wright, Doris Roberts, Jewellm Burk, Dorothy Reesor, Hazel L. Mayer, Addie R. Money, Jo Thomason, Celia M. Martinez, Madeline Lowry, Mrs. Marjorie B. Carter, Suzanne Parker, Muriel I. Spencer, Marilyn Batts, Janet Nelson, Karen S. Tillman, Helen Brown, Aleene McGee, Robert C. Fay, Maymie Clark, Joyce Masin, Marea B. Bishop, Frances Gilmore, Juanita Salazar, Faye Leigon, Wilma E. Wilson, Marie McNeil, Janet Goralczyk, Evelyn T. Maschek, Harriet Bondsman, Otetha Kornegay, Linda Hutchens, Edna B. Jenkins, Mildred E. Tenner, Ramona Littlefield, Sue Maddox, Genoveva R. Casaus, Mildred Kline, Bonnie Wakefield.

Special thanks are extended to the Steering Committee whose job it was to organize the multitudinous amount of submitted materials.

Jane Blumenfeld, Pearl E. Thompson, Benjamin Baca, Claire Bossuet, Roland Caster, Barbara Gray, Shirley Jones, Louis MacDonald, and Henrietta Mitchell.

Special Education Unit
State Department of Education

DEFINITION

State Standards define the Educable Mentally Handicapped (EMH) as follows: The educable mentally handicapped child shall be defined as a child whose intellectual development, mental capacity, adaptive behavior and academic achievement is so markedly below his peer age group in all essential learning processes that education in the public schools requires provision of special services.

Other definitions: Mental Retardation has been defined as ". . . sub-average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior." (Heber, p. 3).

> Educable Mentally Handicapped–a term used to refer to mentally handicapped persons who are capable of some degree of achievement in traditional academic subjects such as reading and arithmetic. Also used to refer to those mentally handicapped who may be expected to maintain themselves independently in the community as adults, or to that group of mentally handicapped obtaining IQ scores between 50-75. Impaired adaptive behavior may be reflected during maturation by delay in acquisition of early developmental skills such as walking, talking, in the learning situation by poor academic achievement, and poor ability to acquire knowledge as a function of experience, and in social adjustment by relations with peers and others.

As the above quotations indicate, no rigid definition of the educable mentally handicapped can be arrived at because of the many factors to consider in such a definition; these include the difficulty in diagnosing retardation properly, the effects of nature and nurture, the fact that retardation during school years may not be so considered in adulthood. As Special Education has developed over past decades, children have been misplaced in classes for the educable mentally handicapped because they appeared retarded due to language, clutural, economic, emotional and neurological factors which caused them to differ significantly from the norm and/or norm referenced tests.

The children for whom this guide is being written are those who will not be able to think abstractly or in generalities. They are children in need of a special program or special individualized curriculums but who could be integrated into the total school program for the rest of the school day. They should be kept as much as possible in the main stream of public education. With proper educational planning these students can become contributing members of the community.

RATIONALE

Educable Mentally Handicapped (EMH) students of school age require a special curriculum because their intellectual deficit prohibits their benefiting from the total academic program of the schools. Although they should be integrated into the regular school program whenever possible, a special program is indicated for at least a part of each school day.

Curriculum planning for the EMH should take into account their slower learning rate. The Special Education teacher and the regular classroom teacher need guidelines for educational planning for these children. The purpose of the guide is to develop parameters that will help children stay in the mainstream of education by guiding regular and/or special teachers in their education of students according to their abilities. EMH students may need a partially self-contained class, but in almost all cases some integration into the regular school program can be effected.

Many children who learn slowly should remain in the regular classroom with the teacher receiving support on curricular development from a resource teacher. In some instances, children with more serious learning problems may go from their regular class for part of the day to the Resource Room with a goal of complete integration to a regular class where feasible. There may also be a need for an EMH classroom where the student would receive as much support as he needed with integration into the regular classroom as a desirable goal when feasible.

Users of this guide should realize that the development of the guide does not imply a need for self-contained classrooms for all EMH students.

EDUCATIONAL INTERVENTIONS

The State Standards for Special Education suggest the following educational interventions for the EMH student:

1. Itinerant Program (generally for less severe EMH) – one in which a fully certified teacher in Special Education may function as a methods and materials consultant to regular classroom teachers to facilitate keeping the child in the educational mainstream.

2. Resource Room Program (generally for the moderately to mildly handicapped EMH) – teacher provides services to exceptional children who are enrolled in the regular program. The services should be so concentrated that an individual prescription for each child can be determined. The resource teacher works closely with classroom teachers and parents in providing maximum benefits to each child, in securing special equipment and materials, and in giving individual instruction.

3. Self-contained class program (generally for students who cannot adapt in an integrated or partially integrated program) – a group of students placed with a teacher for all or for a major portion of the day. (1)

4. Special Class with integration into regular program (for students who are expected to return to regular class after intervention) – students are identified with their special class and are integrated into regular class settings whenever feasible.

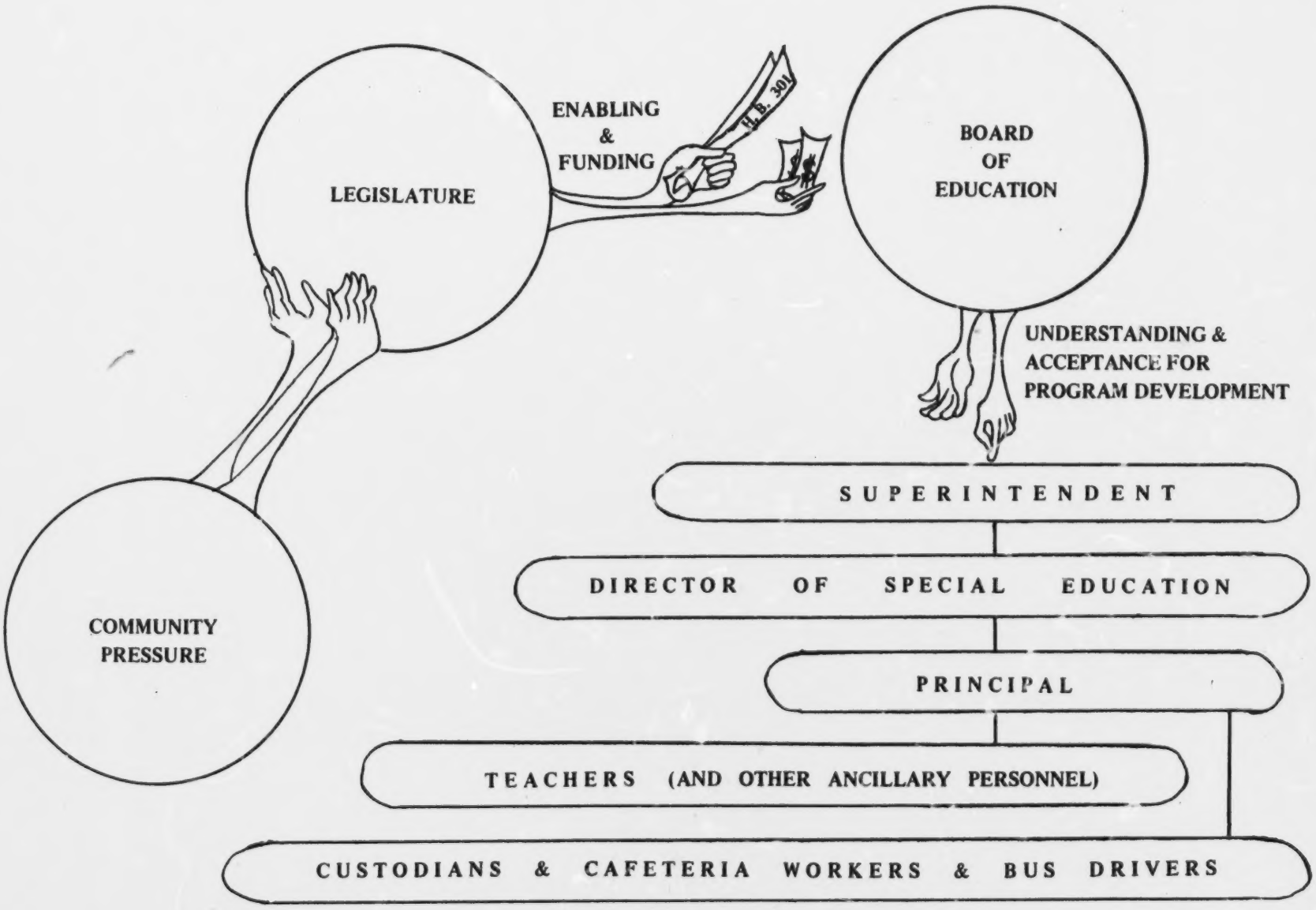
5. Cooperative or Joint Agreement Program – for two or more school districts contracting with each other for all services to the handicapped.

6. Innovative or Exemplary Programs – special approaches approved by the State Department of Education, Special Education Unit. (2)

---

(1) Integration in much of the school's activities can still take place.

(2) Specific Programs. Models and Techniques are presented in the appendix.


LEGISLATURE
ENABLING
&
FUNDING
H.B. 301
BOARD
OF
EDUCATION
UNDERSTANDING &
ACCEPTANCE FOR
PROGRAM DEVELOPMENT
COMMUNITY
PRESSURE
SUPERINTENDENT
DIRECTOR OF SPECIAL EDUCATION
PRINCIPAL
TEACHERS (AND OTHER ANCILLARY PERSONNEL)
CUSTODIANS & CAFETERIA WORKERS & BUS DRIVERS

PROGRAM ADMINISTRATION:

Regardless of the type of program an administrator plans to establish, he must consult the State Standards for Special Education[1] and become aware of the following regulations:

I. Establishment of Classes

Special Classes for exceptional children may be established in any local public school system or jointly between systems upon petition of the local school superintendent(s) with the approval of the local board(s), to the State Superintendent of Public Instruction. It is not the responsibility of the State Department of Education to establish such classes or to provide such instruction for exceptional children. The State Department should serve in a consultive capacity and assist local school units interested in establishing such services to meet minimum standards for Special Education classes.

The program of education for exceptional children shall be approved by the State Department of Education and membership in such programs shall receive funding as provided by state law.

The State Department of Education shall set the minimum standards that the local district must meet to be eligible to receive Special Education funding. The autonomy of the local district is recognized in the supervision of the program.

II. Organization

The Special Education programs shall be a part of the regular school program and housed in facilities which meet the particular needs of the children's exceptionalities.

Children should be placed in Special Education classes according to their dominant exceptionality. Combining two or more exceptionalities will be permitted only where it can be shown that the program will benefit all the children.

Each school system having Special Education classes shall submit to the executive officer of the State Board of Education or his delegated representative an annual report and such additional reports as may be requested.

Each school system shall maintain complete records of all students. Such records shall include the type of information normally contained in school cumulative records as well as special reports of examiners, case studies, and a general progress report by the Special Education teacher.

A Special Education Advisory Committee will be established to assist the State Director of Special Education.

---

[1] State Standards for Special Educational, Revised April, 1973, p.PA-1-2.

III. Financing

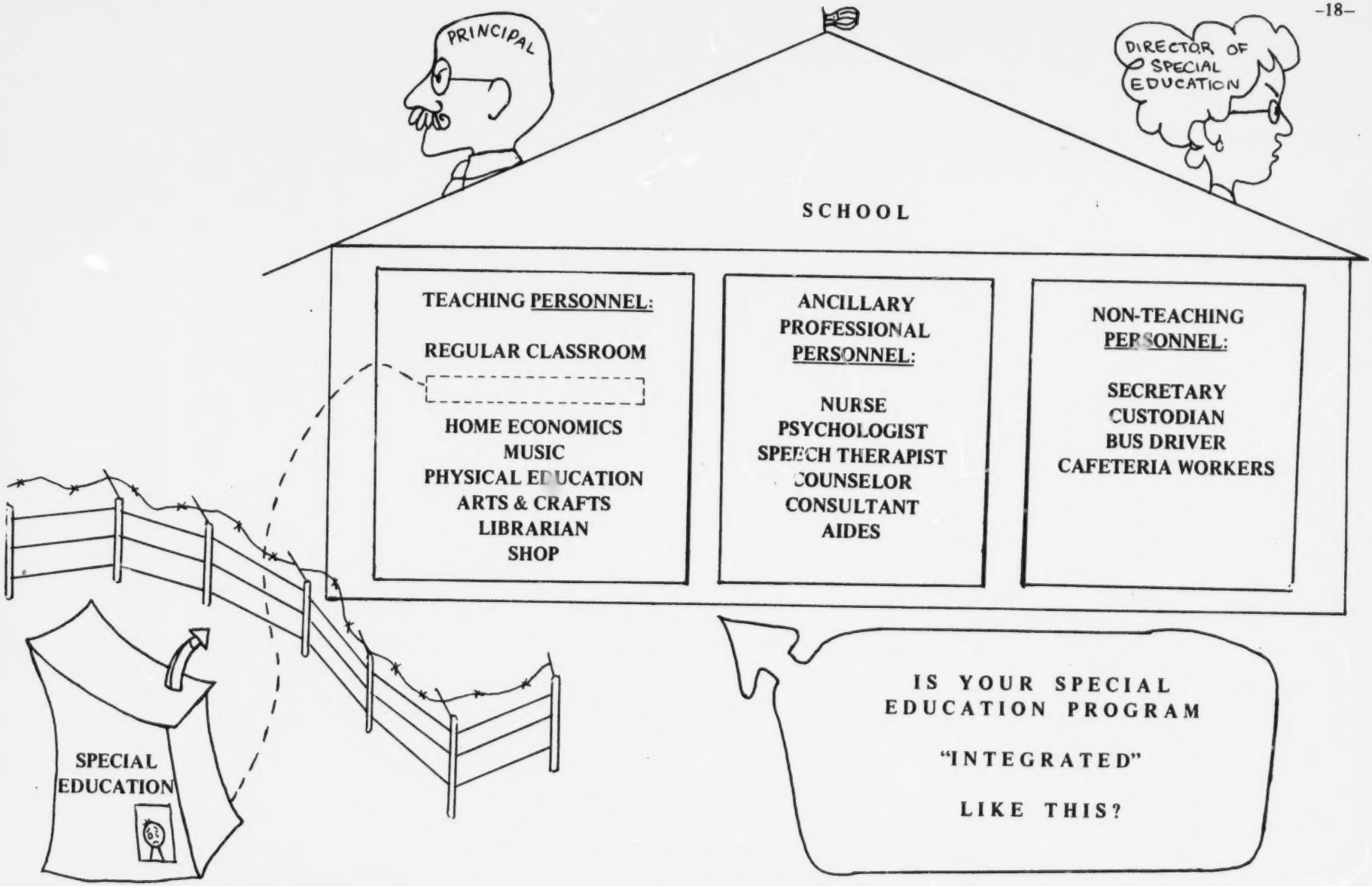
All children in programs of Special Education approved by the State Department of Education shall be counted in all censuses and be considered in all school financing arrangements in the normal manner for the purpose of distribution of basic State support funds, except that they shall receive Special Education funds as provided by law.

IV. Supervision

A. The State Department's program of supervision is concerned with assisting local schools in establishing the program of Special Education and determining whether or not the service meets the legal requirements and standards for approval of services for exceptional children. The department will also act in a consultative capacity regarding Special Education programs.

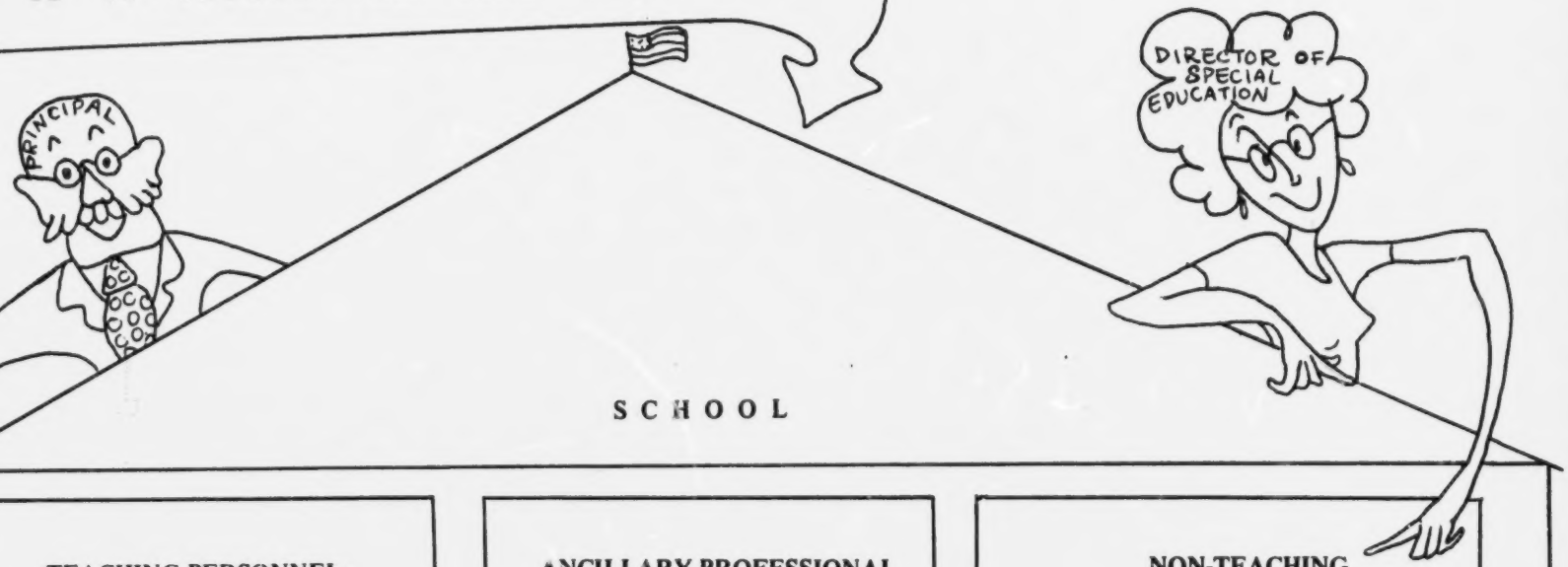
B. The local school system has the responsibility for the following:

1. The establishment of a well-planned program adapted to the needs, abilities or disabilities of each individual child.
2. The selection, supervision and in-service training of Special Education teachers.
3. Securing examiners reports on candidates for Special Education classes. Such reports should provide behavioral information and suggestions, in addition to intellectual level data, that will be of real value to teachers.
4. The actual placement of children in Special Education classes.
5. The interpretation of the program to teachers, parents and lay public.
6. Special services shall be established and operated under the same criteria as those given above for the establishment and operation of Special Education classrooms.



INTEGRATING SPECIAL EDUCATION INTO THE REGULAR CLASSROOM

...OR IS IT INTEGRATED LIKE THIS!



SCHOOL

TEACHING PERSONNEL:

REGULAR CLASSROOM

SPECIAL EDUCATION

HOME ECONOMICS
PHYSICAL EDUCATION
MUSIC
ARTS & CRAFTS
LIBRARIAN
SHOP

ANCILLARY PROFESSIONAL PERSONNEL:

NURSE
PSYCHOLOGIST
SPEECH THERAPIST
COUNSELOR
CONSULTANT
AIDES

NON-TEACHING PERSONNEL:

SECRETARY
CUSTODIAN
BUS DRIVER
CAFETERIA WORKERS

THE DIRECTOR OF SPECIAL EDUCATION MUST WORK CLOSELY WITH THE SCHOOL PRINCIPAL TO MAKE SPECIAL EDUCATION AN INTEGRAL PART OF THE SCHOOL PROGRAM.

PLACEMENT AND PSYCHO EDUCATIONAL DIAGNOSIS

In order to determine the student's need for placement in a program for the educable mentally handicapped (EMH), a specific procedure for differential diagnosis should be established by the school district; this should relate to the procedure outlined in the State Standards. The results of the diagnosis should be reviewed by the Appraisal and Review Team. This team is a flexible, school level committee composed of teacher, nurse, Special Education coordinator, school administrator, guidance counselor and others directly related to providing a meaningful educational program for the child. The findings of this committee should be reviewed and approved in writing by the child's parents. Only after this careful diagnosis and review of findings should the child be placed in an EMH program.

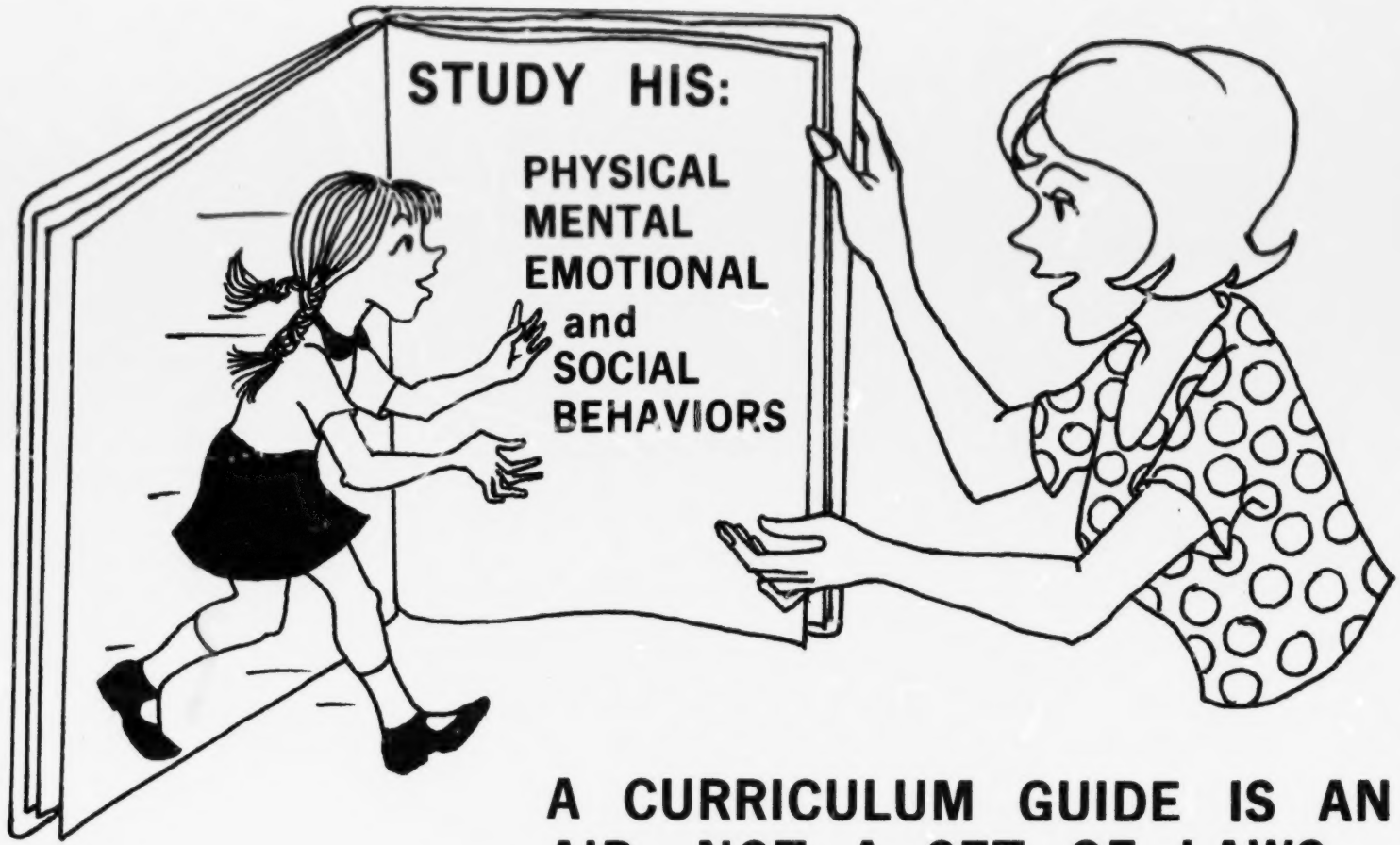
Even then, errors may be made due to depression of scores because of emotional, social or linguistic problems. A careful review of findings should be made at least annually to note progress and to change program where necessary.

In accordance with accepted educational and psychological procedures, assessment of all students considered for placement in an EMH program will include the following:

Social History, including a measure of adaptive behavior
General Health Examination, including vision and hearing
Academic History
Psychological Evaluation
Language Evaluation
Educational Diagnosis

Psycho/educational diagnosis should also include a careful language evaluation (bilingual where necessary), an academic history and a careful educational diagnosis using such tools as the Illinois Test of Psycholinguistic Abilities, The Basic Educational Skills Inventory, The Durrell Reading Tests and other suitable tests and inventories of ability. These may be done by a psycho/educational diagnostician or by a qualified teacher (classroom). A synthesis of the information collected from the diagnosis should be made and a prescription written for the teacher's use.

LET THE CHILD BE YOUR CURRICULUM GUIDE:



A CURRICULUM GUIDE IS AN AID, NOT A SET OF LAWS

INDIVIDUAL PROGRAMMING

When one systematically programs for an individual or a group of children, the following PPE (Program, Planning and Evaluation) format is suggested:

1. Collection of Data
   - A. Case History
     - (1) social and developmental history
     - (2) medical history
   - B. Teacher Observations
     - (1) student's assets (What does he do best?)
     - (2) student's deficits (What are the weak areas?)
     - (3) classroom diagnostic test results may be integrated in total observation
   - C. Test Results (past and present) Standardized and Criterion Referenced
     - (1) individual tests
     - (2) group tests
     - (3) informal tests
2. State of the Problem
   - A. General Statement Regarding Student's Needs Based From Step No. 1
     - (1) academic
     - (2) behavior

3. Objective(s)

   A. Refers to the statement of conditions or states of being that one wishes to develop in the student over a period of time. Must be able to measure or evaluate.

      (1) criterior reference – the degree of how well the student must perform to be considered succe sful.

      (2) time interval – the amount of time spent on task.

4. Procedure or Methodology

   A. How will the objective(s) be accomplished?

      (1) Key steps or task analysis – in stating key steps or tasks one may find that these can also be restated as new or daily objectives and the process starts over. Look at what you are asking the student to do; analyze steps to achievement.

   B. How will objective accomplishment be measured? (By what standards?) – This refers to the yearstick that we use to measure the successful or unsuccessful completion of each objective.

   C. How often will objective progress be measured? (Review dates) If you have one objective or several sub-objectives (based on task analysis) at what point in time will progress toward meeting these objectives be determined?

   D. When will the objective be accomplished? (Completion date) To say we will accomplish something without committing ourselves to *"when"* has little value.

5. Materials Used to Meet Objective(s)

   A. List materials used to meet objectives. (List source, page, title, etc.)

   B. What modality was used?

6. Evaluation

   A. Was the objective met?

   B. Instrument used?

   C. Show results.

MUST YOUR CHILD TRY
TO FIT YOUR PROGRAM

OR...
IS YOUR PROGRAM
TAILORED TO YOUR CHILD?

PRINCIPLES OF PRESENTATION

1. The tasks should be uncomplicated. The new tasks should contain the fewest possible elements, and most of the elements should be familiar, so he has very few unknowns to learn.

2. The tasks should be brief. This assures that he will attend to the most important aspects of the tasks and not get lost in a sequence of interrelated events.

3. The tasks should be sequentially presented so the learner proceeds in a sequence of small steps, each one built upon previously learned tasks.

4. Each learning task should be the kind in which success is possible. One of the major problems to be overcome is that of failure proneness. This major deterrent to learning can be effectively reduced through success experiences.

5. Overlearning must be built into the lessons. Drills in game form seem to lessen the disinterest in unimaginative drill.

6. Learning tasks should be applied to objects, problems, and situations in the learner's life environment. Unless the tasks are relevant, the learner has great difficulty in seeing their possible importance. (Kolstoe p. 22).

The program for the educable mentally handicapped should be aimed at developing skills of independent living (including homemaking) and skills and characteristics necessary for unskilled or semiskilled employment.

MULTI-CULTURAL SUGGESTIONS

The Curriculum Guide Committee encourages each teacher utilizing this guide to be sensitive to the uniqueness of New Mexico. Behavior patterns are expressions of life styles that differ as a result of adaptations to different environments. The pupil who exhibits a different life style will also have different interests and priorities. This has implications for curriculum and teaching strategies in making the system and learning environment more responsive to the incentive-motivational, human relational, and cognitive styles of each individual student.

Program models for bi-lingual/bicultural education, adaptable to Special Education programs, can be found in the appendix.

PROFESSIONAL AND PERSONAL QUALIFICATIONS FOR TEACHERS AND AIDES

TEACHERS:

The State of New Mexico has developed guidelines for the training and certification of Special Education teachers and aides. Information about certification is available at the Certification Section, State Department of Education.

To these guidelines, the authors would like to add the following:

A teacher of the EMH children:

- Must realize that her pupils are more like than different from other children.
- Must understand the behavior of mentally handicapped and the difficulties he will encounter in social groups.
- Must have a basic understanding of child development and growth.
- Must be skilled in the use of many methods by which she can teach to the learning patterns of each child.
- Must keep an open mind about diagnosis so that it does not limit the avenues of learning which she opens to the pupils.
- Must keep learnings at the success levels of pupils.
- Must continue her professional training to include methods that are specific to the learning characteristics of the EMH.
- Must keep abreast of current developments in the field.
- Must be able to measure pupil progress through the use of rating scales and other techniques.
- Must be able to talk with other professionals, such as social workers, psychologists, speech therapists, evaluators, physical and occupational therapists and counselors.
- Must be able to work with parents.
- Must be able to work with other teachers who may teach the student part of the day.
- Must be emotionally stable, patient, friendly, and willing to measure success by small gains.

AIDES:

"The school aide is a school employee who is qualified by education, experience and character to relieve one or more teachers of time-consuming, non-instructional tasks so that the teachers may devote more time to instruction."

The qualifications listed in the Guidelines are as follows:

- High School diploma or equivalency
- Health Certificate
- Knowledge of duties to which assigned
- Good command of the English language
- Attendance at School Aide Workshop
- Demonstration of highest ethical and moral standards
- School aide permit issued by Division of Certification, State Department of Education

Aides should:

- Be able to work with children
- Enjoy working with children
- Be of an accepting and pleasant disposition
- Be emotionally stable
- Be willing to work with, and interested in learning from the teacher or any other professional working with children
- Be willing to follow directions and accept suggestions

SCOPE AND SEQUENCE CHART FOR CURRICULUM FOR THE EDUCABLE MENTALLY HANDICAPPED

LEVEL		PRIMARY (Elementary)	INTERMEDIATE (Elementary)	PRE-VOCATIONAL (Junior High)	VOCATIONAL PREP/WORK STUDY (Senior High)	
Chronological Age (C. A.) Range		6.0 – 9.11	9.0 – 12.11	12.0 – 15.11	16.0 – 21.0	
APPROXIMATE	ACADEMIC	Communication Listening Speaking — emphasis on Reading — oral language Writing Arithmetic Number Concepts Time–Money–Measurement Exploratory Science Social Studies (Local Cultural Planning)	Communication Listening Speaking Reading Writing — tool subjects Spelling Arithmetic Number Concepts Facts and Processes Time–Money–Measurement Exploratory Science Social Studies	Communication: Personal Needs Arithmetic Practice Application of skills, budget, buying, banking Exploratory as appropriate for class	Communication: Business Needs Arithmetic Practice Application of skills, budget, buying, banking Exploratory as appropriate for class	ACADEMIC
DAILY TIME	SOCIAL	Self Awareness and Group Membership Safety – home, school, community Personal Hygiene Recreational Skills Art — Fun and Games Music — Other Leisure Drama — Time Act Crafts Perceptual Motor Skills/Physical Body Image, Locomotion, Balance, Sabbitical Orientation, Sabbitical Relationships, Rhythm, Group Games	Self Awareness and Group Membership Self Group Safety Personal Health & Hygiene Recreational Skills Perceptual Motor Skills/Physical Body Image, Locomotion, Balance, Sabbitical Orientation, Sabbitical Relationships, Rhythm, Group Games	Family and Community Health Citizenship–Local Gov'tl Agencies Recreational Skills Dancing Leisure Time Activities, Bowling, Swimming Consumer Awareness Physical Education	Family and Community Health Citizenship–Legal Responsibilities Community Participation Getting along on the job. Consumer Rights and Responsibilities Getting along with friends. Social Adjustment	SOCIAL
				Getting along with others (work/play)		
ALLOTMENT PROGRESSION	VOCATIONAL	Work Habits Following Directions Perc. Motor Skills–Manipulation	Work Habits Following Directions Accepting supervision, knowledge and function of schools Vocational Goals	Pre-Vocational Training Vocational Information Home and Family Living Exposure to vocational opportunities Public Transportation	Vocational Classes Driver Education Skills Vocational Work/Study Program At this level student might work half a day.	VOCATIONAL
		PROBLEM SOLVING		PROBLEM SOLVING		

PRE-VOCATIONAL

ACADEMIC SKILLS

SKILL AREA: Academic

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
LISTENING		
The student will:		
listen and carry out instructions.	Classroom instructions: set up oral instructions you expect student to follow; check list. See how well each one does.	Scott Foresman–*Learn to Listen, Speak and Write* ***Educational Progress Corporation** Listening Skills Laboratory
follow taped or recorded instructions.	Listening to recorded music, speeches, plays, class prepared recordings. Listening to recorded directions and following them, i.e., taped lessons.	Houghton, Mifflin– *Listen, Think & Do* EDL *Listen and Do*
use listening centers and other auditory equipment.	Have lesson(s) in use of each equipment item; have student review the lesson with you; give lesson to do on own; follow up to be sure it is being carried out correctly.	Blank tapes Record Player Cassette tape recorders Listening centers Individual headsets Aud-X – EDL Language Master and cards, programs
describe a story read to him or a movie, TV or record he has seen or heard.	Draw a picture or diagram following step-by-step instructions. Report listening experience.	
	Have students tape radio, TV or other experience, play tapes back to class; monitor sequence; discuss important points.	Disneyland Records, Books Series (Book with illustrations and a 7" long playing record with the narrator reading every word) Bowman Reading Incentive Series Reader's Digest skill builders with tapes Picture to color Colored pencils or magic markers Taped instructions

SKILL AREA: Academic
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
SPEAKING		
speak before his peers with ease.	Simulated telephone conversations (everyday conversations, business calls, ordering and purchasing, inquiries, etc.) – long distance calls, emergency calls.	Scope Magazine Scholastic Pub.
	Role playing (family situations, school situations, personal problems and activities, etc.) Social activities. Some discussion of Body Language and Facial Expressions.	Pictures depicting various emotions, situations.
	Present own TV programs on school happenings and current events news programs, weather forecasts, sports, broadcasts.	Portable video tape recorder and monitor
	Put on short plays for elementary children.	Harcourt, Brace Short plays
	Practice Roberts Rules (modified) in Simulated meetings (student body, committee government)	Newspaper Reading Gary Lawson Series
speak pleasantly, courteously, and clearly.	Discussion of "what is a pleasant voice" for news reporters, actors, disc jockeys.	Teacher-made tapes of harsh, shrill, cross voices and natural, pleasant voices.
	Role play.	
	Recorded conversations (tape, video, etc.)	

Objectives	Activities	Instructional Aids and Materials
SPEAKING (Continued)		
speak pleasantly, courteously, and clearly. (Continued)	Oral discussion of procedures and directions: Fire in home, in school, injury, seizures, other emergencies.	Eyegate, American Guidance Services and other programs indicating the value of courtesy.
	Discuss and practice how to address guest speakers– questions and answers (firemen, policeman, doctor)	
telephone for job or community activity information using courteous manners.	Class discussion of what are good telephone manners.	
	Arrange with telephone company to use classroom phone equipment in your classroom for several weeks each year.	
	Play tapes; analyze problems in what kind of an impression do pleasant, unpleasant conversations make.	
	Phone the parks and recreation department for specific information pertinent to an individual's needs.	
	Arrange for school personnel officers to participate in phone interviews. Arrange with Employment Security Commission personnel for students to call office regarding job possibilities.	
make personal phone calls.	Telephone manners	Mountain Bell
know rules for use of telephone.	Discuss use of personal or business phones, need to obtain permission to use phones.	
report emergencies.	Know where to find emergency phone numbers in telephone book.	Telephone book for each student.

Objectives	Activities	Instructional Aids and Materials
SPEAKING (Continued)		
report emergencies (continued)	Dial Operator.	
	Arrange with police and fire department to send representatives to talk to class.	Telephone book for each student.
	List information to be reported in call.	Resource personnel from Police and Fire Departments.
	Pre-tape simulated calls with good and poor information reported. See if the students can analyze.	
	Poster/Bulletin Board regarding what to report in an emergency.	
make and complete a long distance telephone call.	Station to Station. Person to person. Direct dialing. Use information given in phone book.	Mountain Bell equipment, Phone books
	Work with family on allowing student to place call when family plans such a call.	
conduct and participate in committee or small group meetings.	Designate students to participate in planning a bulletin board. A class party. A class play. Allow time for members to meet; have members report meeting to you; help structure next meeting, get chairman, if necessary.	
demonstrate simple procedures for democratic meetings.	Class discussion. What is meant by a democratic meeting. How to select a chairman. How to give everyone a chance to be heard. Voting–secret or otherwise. How to move with the decision of the group.	

SKILL AREA: Con:munication

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

Objectives	Activities	Instructional Aids and Materials
READING		
Many of these students have met with frustration in learning to read. The desire is there. The teacher must use all her skill and new methods and materials to motivate the student; to show him/her that he/she can succeed. The teacher must be able to diagnose problems and remediate them. depending on individual capability, the teacher should aim at a minimum of 5th grade reading ability for student entering high school work/study program. When one method does not work another should be tried.	Pre-test for placement; be sure to start the student where he/she is; at his/her instructional reading level.	Suggested instruments: Wide range Achievement Test (Pre/Post) Basic Educational Skills Inventory Dolch Word list Gilmore Oral, Reading Test Durrell Reading Tests Informal Reading Inventory – Accuracy and Comprehension (See Appendix) Slingerland Screening Tests for Identifying Specific Language Disability Illinois Test of Psycholinguistic Abilities or others known by teacher Sullivan Reading Placement Test (Adapted by Regional Resource Center)
The student will: use word attack skills, letter sounds, beginning blends and single consonants, final blends and single consonants, medial consonants, vowels and digraphs, prefixes, suffixes.	Reading pre-recorded materials (maintains interest for students having vocabulary difficulty) Newspapers and magazines (current events, feature articles, short stories, poetry) Use of dictionary class word lists class dictionary with pictures for non-readers Practical directions types of reading cooking–following a recipe models–putting together directions telephone directory	Phono visual method Fernald Techniques *Read Better with Jim King* Chas. Merrill–*Jet Plane Book* and others in the series MacMillan Publishing Company *Decoding for Reading* MacMillan Reading Spectrum Distar Reading I and II, SRA

BEHAVIORAL

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
suffixes (continued)	Low vocabulary/high interest reading material. Reading labs (Controlled Readers, Hoffman SRA)	Sullivan Reading Program Behavioral Research Laboratories Auditory Discrimination in Depth– Teaching Resources Auditory Perceptual Training–DLM Suggested aids to teacher regarding remediation and teaching of reading. SRA–Carl Wallen–*"Competency in Teaching Reading"* Wilson/Hall–*"Programmed Word Attack for Teachers"* Chas. Merrill Co. Gillingham/Stillman–Educators/Pupil Service– *"Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship"* Johnson/Myklebust–Grune & Stratten–*"Learning Disabilities"* Grace Fernald–McGraw-Hill–*"Remedial Techniques in Basic School Subjects"* Beth Slingerland Educators/Pupil Services Landon Phonis Ideal Fountain Valley Program

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
develop and read detailed experience charts.	Use as follow up on classroom activity or reporting i.e., class news bulletins.	Interest Inventory Typewriter Typing keys to reading program
demonstrate sight word vocabulary at the 5th grade level.	Incomplete words, i.e., t h _ n Sentences: I ____ the boy.	Dolch List Dolch Games
	Various word drills.	Word Bingo game
	Teacher-made word games.	Language Master
	Use whatever program works with the students; try to motivate with new approaches; filmstrips; tapes and the like.	Distar Reading I and II, SRA Sullivan Reading Program, **Behavioral Research Laboratories** (See pre-test in appendix) **Grolier Educational Corporation** Reading Attainment System **Hoffman Information Systems** Hoffman Encore Library Hoffman Reading Achievement Program Levels 3, 4, 5 and 6
comprehend selections read aloud.	Read or have read aloud to your class at least 20 minutes each day an interesting story, continued or complete. Sometimes reading aloud books rewritten on their reading level (such as Pacemaker Series) stimulates them to read for themselves.	Building Reading Skills, McCormick, Mathew Pub. Company Palo Alto Reading Program Sequential Steps in Reading **Harcourt, Brace & World**

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
comprehends selections read aloud. (Continued)	If a continued mystery is used, question the class on happenings to date.	Benefic Press – High Interest – Low Vocabulary Series Bowmar – Reading Incentive Series Readers' Digest – Skill Builders with Tapes **Field Educational Enterprise:** Kaleidoscope Readers *The Wildlife Adventure Series* *The Deep Sea Adventure Series* *The Morgan Boy Mystery Series* *The Checkered Flag Series*
read and follow instructions.	Recipes–write cookbook of favorite recipes from class members–cook in class. Follow instructions for constructing models. Follow instructions in magazines for crafts. Bulletin board, art project, other class projects. See if students can follow teacher's written instructions	Women's Day Family Life
use reading to get information.	Use of telephone directory. Newspaper ads – jobs, buying.	Telephone Directory Daily newspaper

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
show some interest in pleasure reading.	Have a library center in classroom. Develop check-out system. Identify librarian. Use school library. Regularly scheduled period with librarian to acquaint students with facilities. Bookmobile Visit neighborhood libraries. Work with parents on having student obtain library card.	**Benefic Press** **High Interest Readers** Pacemaker Books – Fearon Bowmar – Filmstrips, tapes and books Field Enterprises Dolch Books – Garrard Action Books – Scholastic
read to complete application form correctly.	Job applications. Census cards – Indians	TQ Publications Teacher-made forms

SKILL AREA: Academic

LEVEL: Pre-vocational

C. A. 13.0 – 15.11

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
WRITING		
The student will:		
demonstrate ability to write (cursive and/or manuscript) legibly.	Unfinished sentences. Unfinished stories.	Teacher-made Tapes or worksheets
write a good simple sentence.	Reports Write a sentence or two to describe picture.	World Book Encyclopedia Little Golden Encyclopedia Laminated picture file Picture magazines
write an acceptable letter.	Letter writing. Friendly letters. Notes. Thank you notes. Thank you letters. Job application letters. Messages.	Noble and Noble Adult Basic Education (letter writing)
order by mail.	Provide catalog order blanks to be filled out.	Application forms. Social Security forms. Catalogs.

Objectives	Activities	Instructional Aids and Materials
WRITING (Continued)		
use straight typing.	Introduce typing instruction from basic text. Work for accuracy in copying printed material rather than original composition.	Typewriters
attempt creative writing through: poetry,	When encouraging creative writing do not grade the product, award the effort. Offer opportunities to compose poems through visual imagery, sound and rhythm. Visual imagery: The rain dripped down down till it hit the ground then b o u n c e d. Word patterns: noun verb verb adjective adjective adjective verb verb noun trees swaying, bending deeply, silently, slowly growing, shading trees Haikus – unrhymed Japanese poem of three lines containing 5-7-5 syllables respectively and referring to a season of the year. The thoughts of my mind 1 2 3 4 5 tremble and blow to and fro 1 2 3 4 5 6 7	Scholastic Creative Writing Magazines for junior high

Objectives	Activities	Instructional Aids and Materials
WRITING (Continued)		
attempt creative writing through: (Continued)	like leaves in a wind. 1 2 3 4 5 Before initiating rhyming, create names from words. Example: trombone — T. Rom Bone teacher — T. Cher lazy one — Lay Z. Won Limericks:	
descriptive writing,	Provide skill drill with similes: Cheeks like roses, Neck like a giraffe, Hands like eagle's claws. Direct the similes to create favorable, unfavorable, light, foreboding (etc.) feelings. Metaphores: A ship plows the sea. A man races the clock. Draw pictures of the metaphore to enhance the visual imagery.	
short stories.	Open-ended stories. Let students continue a story begun by the teacher; (try a mystery). At the proper signal, the next student continues the plot with the last person developing the conclusion. Replay the story. Read stories and let the students route the conclusion.	Tape recorder.

Objectives	Activities	Instructional Aids and Materials
WRITING (Continued)		
short stories (Continued)	Place objects in view, (an old shoe, a fishing lure, and a trophy). Have the students write a story based on the objects.	
	Make an open-ended story video tape or Super 8 films. Let each group of children present their tape for viewing and have conclusion writing by the rest of the class.	Video tape recorder and monitor Super 8 mm Camera, Projector
	Present tapes to parent groups or younger students on films concerning problem solving which would stimulate conversation.	
	Take field trip to TV studio to watch taping of a program.	
	Visit movie sets if location near town to observe a movie in the making. Write the NM Movie Commission for information.	New Mexico Movie Commission Santa Fe, N.M. 87501

SKILL AREA: Academic

LEVEL: Pre-vocational

C. A. 13.0 – 15.11

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
SPELLING		
The student will:		
spell appropriate words for personal needs.	Draw spelling word from a pile and use it in a sentence (oral game).	Dolch basic word list
	"What, when, where, how" game – student tells a student to use one of the words; if correct he names another student and picks the word he has to use, etc.	Words from daily bulletins
		Vocational Word list (see appendix)
	Card games with words on cards (3"x4").	Language Master
	Mobiles with week's words.	
	Words hidden on a paper filled with letters.	
	Reading and Spelling for Self-Protection.	

Objectives	Activities	Instructional Aids and Materials
SPELLING (Continued)		
follow spelling program appropriate to reading level.	Class dictionary for words used in class Spelling contests –Spelling "bees" –Spelling baseball –Word race games –Crossword puzzles –Hangman –Scrabble	**Programmed Learning Aids National, Inc.** Word Learning Power Paks
spell appropriate words for vocational needs.	Select words used in writing orders–menus or specific job forms (auto parts, babysitting, etc.)	

SKILL AREA: Academic
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

MATHEMATICS

BASIC FACTS AND PROCESSES*

DIAGNOSIS OF ARITHMETIC SKILLS FOR USE IN EFFECTIVE GROUPING

Level One	Level Two	Level Three
Recognize number symbols as related to 100's place. Read and write numbers through 900.	Demonstrate the proficiency to read and write numbers between 100-99,000.	Demonstrate the proficiency to read and write numbers above 100,000.
Master addition combinations (and reverse) with sums to 10. Master subtraction combinations (and reverse) with minuends to 10.	Master addition combinations (and reverse) with sums to 19. Master subtraction combinations (and reverse) with minuends to 19.	Master multiplication tables through 9's. Divide using combinations (no remainders). Divide with remainders (long division form). Multiply by 1 place number with carrying. Multiply by 2 place numbers. Multiply with zero. Use short form multiplying by 10 and 100.
Count by 2's to 30, 5's to 10's to 100. Add 2 place numbers with sums not to exceed 99–no carrying. Subtract 2 place numbers from 2 place numbers–no borrowing. Find ½ of numbers to 20.	Add with carrying. Check addition by adding up. Subtract with borrowing. Check subtraction. Master 2, 3 and 5 multiplication tables. (Teach reverse of each combination)	Apply long division form using 10, 20, 40, 11, 12, 25.
Use yardstick, ruler to measure accurately to 1 inch. Measure by pints, quarts, dozen, feet, inches.	Measure accurately to ½ inch. Measures by pounds, ounces, quarts, gallons.	Measure accurately to ¼ and 1/8 inch. Use tape measure. Use measures – miles, tons.
Recognize coins–penny, nickel, dime, quarter. Know value and equivalents. Make change. Use ¢ sign. Write money through 99¢.	Know coins. Know equivalents and make change. Recognize one and five dollar bill. Make change. Use $ sign. Write money using decimal notation.	Make change for 10 and 20 dollar bill. Read and write money. Use decimal notation in multiplication and division.
Solve simple problems using processes learned.	Continue problem solving on higher level.	Continue problem solving on higher level.

** Following diagnosis chart for arithmetic skills to establish student skill level.*
Begin at student's level: This may mean returning to the elementary *Guide for Teachers of the Educable Mentally Handicapped.*

Objectives	Activities	Instructional Aids and Materials
BASIC FACTS AND PROCESSES (Continued)		
The student will:		
demonstrate number places up to 1,000,000.	Count down. Use news articles in the newspapers. Use newspaper ads for cars, houses, etc.	Continental Press–*Arithmetic Step by Step*, I and II Number Concept Series. # 2644 RMSEIMC Bib. for Pre-Voc. # 2799r, 2800, 2804, 2814, 2815, 2816, 3171, 3572, 3573, 3820, 8374, 10115, 10116, 10117 Academic Research, Inc., Academic Series Dev. Program. MAFEX Assoc., Inc.–*Training Fun With Numbers* Houghton Mifflin Stern, Arithmetic K-3 Random House – Singer, Individualized Math (T.A.L.) New Century Publications–*Skill in Basic Mathematics with Write and See* The Continental Press, Inc.– *Arithmetic Step by Step* (Kit B) Hayes Modern Math Series Addison Wesley grades 1-3 Jenn Co. materials

Objectives	Activities	Instructional Aids and Materials
BASIC FACTS AND PROCESSES (Continued)		
demonstrate number places up to 1,000,000. (Continued)		Encyclopedia Brittanica – Grades 1 and 2 Bell & Howell Graded Difficulty Arithmetic Program **Scholastic Book Services** Self Teaching Arithmetic Program Study Scope Program Random House – Singer Individualized Math
demonstrate command of basic computational skills.	Drills board and ditto. Number games– Show Me Bingo Quizmo Flash cards Team games	
	Oral and written problem solving related to daily situations.	Random House – Singer Individualized Math
	Vocabulary drills.	Study Scope Frank Richards – II Using Money Series (4 books)
add, subtract, multiply and divide in whole numbers		Scott, Foresman, Multiplication Board

Objectives	Activities	Instructional Aids and Materials

BASIC FACTS AND PROCESSES (Continued)

demonstrate verbal use of arithmetic vocabulary.

Addition terms and symbols:
- plus
- column
- carry
- adding
- sums

Subtraction terms:
- subtraction
- minus
- borrow
- remainder
- difference

Multiplication terms:
- times
- times table
- once
- twice
- double product

Division terms:
- divisor
- quotient
- remainder
- equal
- separate

Ordinals:
- first
- second
- third
- fourth
- fifth
- sixth
- seventh
- eighth
- ninth
- tenth
- first
- last

Objectives	Activities	Instructional Aids and Materials

BASIC FACTS AND PROCESSES (Continued)

demonstrate verbal use of arithmetic vocabulary. (Continued)

Placing in track and field events.
Line up for Indy and USAC car races.

Location terms:
- middle
- above, below
- far, near
- in front of, behind
- begin, end
- beside, around
- left, right
- center
- edge

Apply to experiences as arise.

Use terms in construction of models.

Shapes:
- square
- triangle
- rectangle
- circle
- half circle
- pentagon
- trapazoid

Size and amount terms:
- many – few
- heavy – light
- high – low
- tall – short
- all – enough – some – none
- double
- average
- reduce
- equal

Objectives	Activities	Instructional Aids and Materials
BASIC FACTS AND PROCESSES (Continued)		
carry out directions using arithmetic vocabulary.	Draw "blueprints" follow first verbal and written directions on the length of lines–numbers of windows (etc.)	T-square Graph paper
	Hand the students a number of objects, give verbal instructions on assembling objects (bolts, screws, etc.) without visual aids.	Nuts, bolts, screws, joints, wires, sockets.

SKILL AREA: Academic
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

MATHEMATICS

Objectives	Activities	Instructional Aids and Materials
BUSINESS MATH		
The student will:		
tell the value of coins to $1.00 and bills to $600.00.	Money-raising activity to learn use of money, change making, etc.	Real money
	Assist with game concessions and ticket selling for school activities.	Continental Press–*U. S. Money Series*
begin a budget on personal expenditures.	Set up allowance or earnings budget.	
	Include cost of lunch or snacks.	
	Cost of entertainment.	
	Cost of improper behavior (breaking a window).	
	Cost of clothing if purchased.	
from a tax chart, compute tax on purchases for budget.	Provide each student with a tax chart.	Reg. Res. City fee
	Use multiplication with a decimal point to compute tax then add for total.	Follet–*Money Makes Sense using dollars and cents*

Objectives	Activities	Instructional Aids and Materials
BUSINESS MATH (Continued)		
recognize checks, deposit slips and bank withdrawal slips.	Fill check deposit slips and bank withdrawal slips.	**Grolier Educational Corporation** Modern Consumer Education
	Let students create a bank in the classroom. Print checks–deposit slips and withdrawal checks for use on school bank.	Forms from local banks
	Resource people	
	Field trips	Local banks, get forms
begin savings account or join Christmas Club.	Open savings accounts if possible.	Savings account passbook
	Use "school" bank for "savings" to be used purchasing free time or a selected activity.	
tell what the "@" sign means.	Use actual company catalogs in high interest areas (clothes for girls – specific sport catalogs – outdoor, skiing, etc.)	Sport Company Catalogs Clothing catalogs Supply companies
figure postage cost by weight.	Add on weight shipping costs to total.	
recognize added cost for installment buying.	Let students select one item at a time which they would like to purchase. Decide on installment payment each could afford. With interest charge included compute actual full cost.	Grolier Program

Objectives	Activities	Instructional Aids and Materials

BUSINESS MATH (Continued)

use and respond to business terms.

Money and Business terms:

penny, cent
nickel, dime
buy, sell
save, spend
coins
pay
price
cost
admission
credit
quarter
half-dollar
gain
worth
allowance
charge
work week
lease
check
loss
change
per hour
lay away
sales slip
past due
receipt
time payment
postage
earnings
wages
salary
savings account
interest
per hour
rent

Welfare terms:

tax
insurance

SKILL AREA: Academic

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

MATHEMATICS

Objectives	Activities	Instructional Aids and Materials
CONSUMER MATH		
The student will:		
measure and figure distance. inch foot yard mile	measure for making classroom and other equipment such as bookshelves. Sewing Purchasing household items: curtains rugs stoves	Holt, Rinehart and Winston, Inc.–*Measure, Cut and Sew* Follett Ed. Corp.–*Snip, Clip & Stitch* Continental Press–*Measurement* F. Richards, Artic, W. Sr. High RMSEIMC #2195 3312 3320 3322
estimate answers in simple problems of computation.	Approximate quantity that equals pound (lb.). Use meat, fruits, flour (items possibly purchased by weight). Measure to record actual weight in comparison to estimate. Estimate height of ceiling length of room – width of district. Compare actual measurement to named approximation.	Follet

Objectives	Activities	Instructional Aids and Materials
CONSUMER MATH (Continued)		
apply computation* skills to travel by car.	Maps – one inch equal a mile – how many miles (by air – direct route)	Air maps
	Add distances between cities on state maps to compute total distance to selected destination.	State and national highway maps
exhibit the ability to manage time in daily living.	Relate time to class schedules and school activities.	Judy Clock
	List times of favorite TV shows or other activities and draw a clock showing the times.	Continental Press Time Series
	Games	
	Make calendars and mark off days.	Stop watch
	Identify holidays and birthdays.	Time punch clocks
	Relate past events by computing days ago, months ago, years ago, etc.	Yearly calendars
		Personal calendars
	Drills in correct writing of time and age.	
	Develop a vocabulary of time words: hours minutes weeks years afternoon tomorrow before after, etc.	
	Experiences with timeclocks and hours worked.	
	Bus, train, and airplane schedules.	Bus, train and airplane schedules.
	Budgeting of time to include work time, leisure time, rest time.	

*Apply to all vocational leisure time and social activities.

Objectives	Activities	Instructional Aids and Materials
CONSUMER MATH (Continued)		
write out dates in various methods.	Use written words and number equivalents, ask students to write in corresponding manner.	Individual calendars
mark a calendar according to "day after," "weekends," "days of the week," "last year" and "next year."	Have students keep individual calendar. Schedule assignments and activities in advance.	

AREA: Academic
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

–SCIENCE–
Interaction with Physical and Technological Environment

Objectives	Activities	Instructional Aids and Materials
PHYSICAL ENVIRONMENT		
The student will:		
carry out basic experiments.	Use of plants, seeds for work with controlled environments. Build a small green house in the classroom. Study characteristics of plants–buds, leaves, stems, produce received from plants. Have students draw charts and record data.	BSCS Science Series Wood moldings Plastic Florescent lighting **Educational Innovations, Inc.** Filmstrips to Fill a Need **Educational Marketing & Research, Inc.** Science Teaching Aids Balance scales, bulbs, batteries, wires, pulleys, magnets, prisms, etc. Carburetors to disassemble.
practice environmental care.	Discuss and run experiments on detergents, pesticides. Study ways to diminish pollution (solid and liquid waste disposal). Assist at auto emissions test centers. Test water for impurities.	Pictures Kits to measure carbon monoxide, test waters, purity, etc. Films

Objectives	Activities	Instructional Aids and Materials
PHYSICAL ENVIRONMENT (Continued)		
expand awareness of the planet Earth in relation to the solar system.	Create a mobil of the solar system. Display and rotate model of solar system. View Saturn, Mars, through telescope. Recognize solar energy, build a solar cell. Visit a planetarium. Study basic characteristics of the nine planets. Work experiments with centrifugal force.	Mechanical model of solar system Solar heat kits. String, object Spin paint kits.
recognize weather, seasons as determined by the tilt of the Earth on its axis.	Introduce as many weather meters as can be located: rain gauge thermometer barometer wind speed and direction Build a small weather station. Send helium balloons aloft with notes and messages to be returned.	Weather indicators Helium balloons
experiment with air currents in causing lift in balloons, airplanes, kites.	Construct box kites for kite flying races. Decorate with free design or create individual "coat of arms."	Newspaper, string, rags, balsa wood, plastic, paints Academic Dimension Systems, Inc. ADS System–*Sight, Sound, Touch* Bell & Howell Program Builder Kit Satellite weather pictures from TV stations

AREA: Academic
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

– SCIENCE –
Interaction with Physical and Technological Environment

Objectives	Activities	Instructional Aids and Materials
TECHNOLOGICAL ENVIRONMENT		
The student will:		
associate consumer goods with energy source and raw materials.	Make paper from rags, wood pulp.	Paper recipe
	Study source of materials in clothing, cotton, wood, silk, synthetics.	
	Visit a ranch at sheep shearing time.	
	Pick seeds from cotton and ask local artisan to assist in spinning the wool and cotton.	Spinning wheel Wool, cotton
	Burn coal, wood, kerosine–note grime and residues.	
	Discuss industry and environmental issues.	Clearing House Santa Fe, New Mexico
	Discuss industry to job potentials.	
use and care for household tools.	Practice care and cleaning of household tools – hand tools, power tools, maintenance purchases.	Gardening tools (if appropriate) Hand tools (if appropriate)
	Build tool chest and storage places for household items. Plumbing Mechanics–(electrical)	Power tools Power mower Sewing machines Toasters
	Make storage places for tools at school.	

Objectives	Activities	Instructional Aids and Materials
TECHNOLOGICAL ENVIRONMENT (Continued)		
read and follow simple operating instructions.	Bring instruction to read and follow on: hair dryers — hot combs electric toothbrushes — electric curlers irons — dishwashers washers — dryers	Common household appliances and equipment
	Follow directions on items, step by step.	Camera (Instamatic, Polaroid)
	Fill out warrantee forms and mail in.	
make use of communication modes appropriately.	Discuss and practice best means of communication for various reasons: telegraph — cable wireless — hot line radio — TV telephone — mail	Wireless radio set—crystal set
	Have local ham radio operator contact another operator. Discuss call numbers.	
	Know expense of each mode. Solve problems: "How would you contact your uncle on a ship on his way to Hawaii?"	

SOCIAL SKILLS

AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

INTER-PERSONAL RELATIONSHIPS

Objectives	Activities	Instructional Aids and Materials
THE SELF		
The student will:		
distinguish appropriate behaviors relative to different social situations.	Situations to discuss: school functions (dance, football game, etc.) leisure time boy/girl interaction family situations peer communication adult/student communication emotional interaction through role playing (love, hate, fear, aggression, etc.)	Educational Activities, Inc–*Teaching Children Value*
	Make bulletin board displays of different social situations.	Scholastic Books–*Maturity: Growing up Strong*
demonstrate an understanding of his/her role in family and in school.	Group discussions	
determine the roles of various participants.	Family names – how and why surnames may be legally changed – heritage and customs.	Frank E. Richards, Publ.–*You*
	Class discussions of family roles with stress on clear expressions of their own feelings.	Palomares/Besell–*Human Development Training Program for Institutionalized Teenagers*
	Discussions which provide opportunities for the child to express and explore his own morals and standards.	Benefic Press–*Learning for Living Series*
	Discussion of job divisions in the home.	
	Discussion of foster homes and adoptions.	Projectors
	Visit from school counselor, welfare worker as resource person.	Tape or cassette.
	Discussions of dating–manners–(role playing)	

SKILL AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

INTER-PERSONAL RELATIONSHIPS

Objectives GROUPS	Activities	Instructional Aids and Materials
	Discussions of roles and responsibilities in marriage and family life.	
	Make slides of various situations and use in connection with tapes.	Camera Slide projector Video tapes

SKILL AREA Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

INTER-PERSONAL RELATIONSHIPS

Objectives	Activities	Instructional Aids and Materials
GROUPS		
The student will:		
practice everyday courtesies, greet peers, adults.	Read stories stressing good manners. Provide games involving taking turns.	Beckley-Cardy Co., Pub.–book–*"Manners Please"* State Library–film–*"Everyday Courtesy"*
	Discuss social situations such as: church, school, home and work.	Coronet Films–*"Act Your Age"* Filmstrip House–*"Manners Make the Difference"*
	Discuss good and poor manners.	
	Discuss formal and informal introductions with student role playing introductions.	
	Practice entering doors. Practice entering cars. Practice table manners.	
	Introduce each other. Pretend one is a teacher, parent, child, etc.	
respect fellow students.	Discuss personality and why some people are liked more than others.	SRA Series–*"Exploring Your Personality"* *"What is Personality"* Coronet Films–*"Fun of Making Friends"*
	Teachers as model in classroom.	
practice courtesies within a family unit.	Be aware of family living skills.	Fearon–*Plans for Living* SRA Series–*"A Guide to Family Living"* Noble & Noble, Publ.–*"How We Live: Your Family & Your Job"*

AREA: Social
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
HERITAGE		
The student will:		
relate facts about individual cultural heritage.	Localize curriculum to the various ethnic groups. Use community resource persons. Plan extra-curricular activities to aid local events: rodeo fiestas Christmas decorations Let students serve on community committees project. Visit displays of traditional art. Demonstrations of traditional crafts. Discuss role of three cultures in history of state. Compare holiday customs in different cultures. Art and crafts projects in traditional style. Myths and legends, folk songs. Cook, using recipes from different ethnic groups.	Triple A Southwestern Tour Guide Cultural Awareness Centers at universities Local celebrations Cultural Awareness Units Resource People Field trip
describe the significance of holidays to historical personages and events.	Fourth of July, Veterans Day, Cinco de Mayo, Statehood day, etc.	State Library Media Center Santa Fe, New Mexico *Profiles In Courage* Film series Southwest Media Center Las Cruces, New Mexico
relate current happenings to history and historical documents.	Present New Mexico history in relation to United States history (Civil War, Louisiana Purchase, etc.)	State Library Media Center Santa Fe, New Mexico

AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
FUNCTION OF GOVERNMENT		
The child will:		
tell about local governmental agencies.	Constitution, Declaration of Independence. Field trips to city hall, meet the mayor. Be able to locate the library, sanitation department, police department, fire protection, schools, courts, public assistance health services, post office in own community. Take field trips where maps are followed to locate address. Compare English terms and names for agencies and services to Spanish terms. Make chart showing different phases of city government. Attend City Council Meeting when relative subject is being discussed. Role playing: how to get information or action on a problem (i.e., trash collection–whom to call?). Locate phone numbers in phone directory. Use town maps found in telephone directories, write out directions from the map. Resource units on family, government, community. City maps–let each student have one to examine and write on. Make models, make clay or wooden models of community agency buildings.	Fearon Publishers - *Eddie in School, Be a Good American* Margaret Hudson and Anna A. Weaver - *To Be a Good American Series:* (a) *In Your Family* (b) *In Your Community* (c) *In Your City* (d) *In Your State* (e) *In Your Country*

SKILL AREA: Social
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

SAFETY, HEALTH & HYGIENE

Objectives	Activities	Instructional Aids and Materials
HEALTH AND HYGIENE		
The student will:		
practice good general health habits.	Have guest speakers (school nurse, dental assistant, home economics teacher). Role playing of good health habits (brushing teeth, skin care, food preparation – general cleanliness). Demonstrations: hair care neatness skin care	
relate proper use of drugs.	Drug and Narcotics Unit – demonstrations and resource people. AA people.	Drug Education Section State Department of Education Santa Fe, New Mexico
tell how the body functions.	Model of body with removable parts. –Films and filmstrips on the body and the function of various parts. –Read pamphlets on the care of the body. Study motor functioning–bones, muscles, systems – organ, skeletal, circulatory. Adapt local school program on sex education and adolescent growth.	Film–*"Wonder of our Body"* State Library **Mead Educational Services** 3-D Molded Plastic Charts – Zoology, Botany, and Human Body

Objectives	Activities	Instructional Aids and Materials
HEALTH AND HYGIENE (Continued)		
tell how the body functions. (Continued)	Experiment with plants, show what happens when deprived of water, oxygen, food, sunlight.	Educational Progress Corporation– *The Choice is Yours* *Human Growth and Development* Resource Guide in Sex Education for the Mentally Retarded, AAHPER 1201 16th Street, NW Washington, D.C. 20036
recognize cellular structures.	Study microscopic cells of blood, hair, skin. Work on concept that cells ultimately receive the nourishment from our food.	Microscope Slides
	Visit a medical laboratory.	Doctor's office Laboratory Public Health Indian Health Centers
	Look at slides used in determining diseases, etc.	
understand the need for regular dental and medical check-ups by trained professions.	Have dentist speak to class. (Bring X-rays of teeth to class).	
	County health service has a representative who can talk to class.	Trip to County Health Office
	Have the student locate the public health departments.	
	Know services available, TB tests, vaccinations, etc.	

Objectives	Activities	Instructional Aids and Materials
HEALTH AND HYGIENE (Continued)		
practice health care to prevent disease.	Discuss measures which prevent disease: vaccinations, sufficient rest, clean water, properly stored foods.	
understand matters pertaining to health and hospital care.	Discuss cost of dental services, glasses, medicine, etc.	Insurance forms
	Practice how to make an appointment.	
	Role of the drugstore, pharmacist, medical clinics, emergency rooms.	
	Have students compile own medical, dental and vaccination records.	
contact doctor, dentist, hospital or other medical personnel.	Have students list family doctor, dentist, etc., and their telephone numbers. –discuss setting up appointments –visit a dentist –discuss who to contact in case of a medical emergency, i.e., a hospital	Telephone book
make emergency phone call.	List of what to report. Learn emergency numbers.	Telephone directory
use a fever thermometer.	Read thermometer and keep daily thermometer records.	Thermometers
measure prescribed doses of "medicines."	Follow directions on mock medicine bottle and prescription dosage and time element.	Nurse-made "prescriptions"

SKILL AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

SAFETY, HEALTH & HYGIENE

Objectives	Activities	Instructional Aids and Materials
SAFETY		
The student will:		
use flammable materials with care.	Demonstration by a fireman on flammable material.	Fern Trip *Reading to Safety*
	Discuss and make folders of flammable materials.	Safety films (National Safety Council).
		Hudson & Weaver–*Plans for Living Health & Safety*
		Chart showing flammable/inflammable materials.
use simple first aid in emergencies.	Film on First Aid–practice basic first aid measures.	
	Demonstrations by life guard.	
	School Nurse, representative of Red Cross, local doctor and nurse.	Film–*"Artificial Respiration"* State Library
	Make a first aid kit for the class, make personal first aid kits.	Red Cross Guide
know how to stop bleeding by pressure.	Construct various "safety signs."	Junior Red Cross Book
	First Aid demonstrations by nurse Red Cross.	Munro, Leaf–Lippincot–*Safety Can Be Fun*

Objectives	Activities	Instructional Aids and Materials
SAFETY (Continued)		
know how to stop bleeding by pressure. (Continued)	Role play an accident.	Opaque Projector
	Discuss safety involved.	
	Make safety posters for the school.	
use rules of water safety.	Film on water safety.	Red Cross Guide
	Have life guard speak.	
	Go to swimming pool.	
	Red Cross personnel.	
know how to give assistance in case of accident (keep injured warm, keeping crowd back, etc.).	Have Red Cross representative or nurse address class.	
report accidents.	Have policeman outline procedures to class.	
clean up unsafe liquids and other substances on floor of classroom and elsewhere.	Read warnings and directions on bottles.	Empty bottles of insecticides, poisons, lye, etc.
		Films

SKILL AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

LEISURE TIME

Objectives	Activities	Instructional Aids and Materials
MUSIC*		
The student will:		
have experience playing a musical instrument such as a guitar, autoharp, drum, resonator, bells, maracas, bongos.	Integrate in regular music classes whenever possible.	Larger districts consult music consultant
	Practice instrument with color coded notes, chords or other appropriate aids.	
	Make simple instruments.	ENMU is providing training for Music Therapists, consult Special Education Department
	Listen to different instruments, describe sounds.	Orff-Kodaly Materials
	Classify (brass, woodwind; high, low, etc.)	Instruments
	Visit band practice; relate sound and appearance of instrument.	Boxes, strings, straws, etc. for instrument making records, tapes Passages–*"Peter and the Wolf" "Young People's Guide to Orchestra"*
		Live music and peer group musicians Passages from rock albums

*Integrate into regular music, art and physical education classes.

Objectives	Activities	Instructional Aids and Materials
MUSIC (Continued)		
name different music styles.	Listen to different kinds of music.	Tapes and records
	Draw and/or write with different musical backgrounds.	
	Tell how different music makes you feel.	
	Informal rhythm – accompaniment to different kinds of music (finger-snapping, desk-top drumming, etc.)	
	Play jazz, rock, folk, country-western, classical selections	Records and tapes
	Marches–make drill teams for marching routines.	
	Have a band twirler teach the girls baton twirling.	
participate in small combos.	Obtain instruments for students' use.	
participate in dances.	Have square dances. Cultural-Costumed Programs for special days.	
	Modern – P.E.	
	Relate to instrument activities.	Records for folk and square dancing
	Make costumes.	
	Have fiesta type of program. Have ceremonial dances–combine music, art, sewing, reading, performing, speaking (cultural awareness).	

SKILL AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

LEISURE TIME

Objectives	Activities	Instructional Aids and Materials
Integrate into regular junior high art classes.		
ART*		
The student will:		
complete projects in leather, painting, model building, yarn, sewing.	Tools for future crafts at home should be provided. When an interest in one particular hobby becomes apparent, encourage mastery.	
	Leather work: belts, purses, billfolds	leather, buckles, tools, dyes
	Painting: water paints, oils, charcoal, chalk	paints, canvas, brushes
	Model building: balsa wood, boats in bottles, doll houses and furniture	wood, model glue, paints and varnishes
	Yarn and string: knitting, crocheting, stitchery, weaving, ojos, wall hangings, macramé	yarn, wool, cotton, needles

*Intergrate into regular junior high art classes.

Objectives	Activities		Instructional Aids and Materials
ART (Continued)			
various arts and crafts. (Continued)	*Sewing:*	patchwork quilts appliqué toys puppets	thread scraps of material unbleached muslin needles sewing machine
	Woodworking:	carving: santos statues bowls reliefs	wood gathered in the mountains scrap wood from lumber yards varnishes brushes
		building: furniture jewelry boxes games and toys chess hobby horse wagons	handtools power sander power tools paint varnish
		refinishing: furniture refurbish antique antiques upholstering	discarded furniture furniture from home or school staff
	Bring in local artisans to instruct. Find as much of the material as possible from scraps or sell with enough profit to permit further purchase of materials.		

SKILL AREA: Social

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

LEISURE TIME

Objectives	Activities	Instructional Aids and Materials
PHYSICAL EDUCATION		
The student will:		
participate in team and individual sports available at local district school.	All school sports in which peers participate. Integration into school P.E. classes.	Sports equipment Material to develop Physical Skills
participate in voluntary sport activities, bowling, tennis, group games.	Participate in Special Olympics (Contact State ARC) if not capable of interscholastic sports.	Music for Physical Fitness– Bowmar Publishing Company
	Unit on Community Recreational Facilities (contact local YMCA, AARC, Boy and Girl Scouts and similar organizations).	Cram Health Charts – The George F. Cram Company, Inc.
	Field trips to skating rink, bowling alley.	Bowling Series – Ealing Corporation Gymnastics Series – Ealing Corporation
		Lyons and Carnahan–*My Health Book Series*
		Medical Motivations Systems, Inc.–*Neuromuscular Perceptual Organization Equipment*
		Perception Development Research Associates– *Audio Visual Kinesthetic Tactual Multi-Sensory Programmed Learning System*

SKILL AREA: Social
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

LEISURE TIME

Objectives	Activities	Instructional Aids and Materials
FREE TIME		
The student will:		
locate free community recreational facilities.	Visit any available recreational facilities near or in the community. parks, baseball diamonds, tennis courts, lakes and rivers for fishing. (Note need for fishing license) recreation centers–M.R. Community Centers Public pools Group sponsored dances Card games Pool games Shuffleboard Courts Teams (basketball, softball)	
locate commercial recreational facilities.	Bowling alleys. Recreational Centers: Pool Bowling Swimming pools Movie theaters Have students tabulate transportation cost and time involved with activities prior to field trips to the facilities.	
order needed equipment.	Discuss proper names of sports equipment. Baseball, basketball, backpacking, boating, swimming, etc. Order by name and description of needed items.	Sporting Goods catalogs Department Store catalogs

Objectives	Activities	Instructional Aids and Materials
FREE TIME (Continued)		
The student will:		
recognize cost of recreational activities.	Compare and place recreational costs into student's budget.	
	Movies $1 to $_____ popcorn $_____ cokes $_____ candy $_____ total _____ $_____	Theatre tickets Special events tickets (rodeo, plays)
	Bowling cost per game $_____ rental of shoes $_____ total _____ $_____	Bowling forms
	Fishing license $_____ pole $_____ reel $_____ total _____ $_____	Fishing license application
	Transportation walking $_____ bicycle $_____ bus $_____ car $_____	Bus tokens or tickets Gas–cost per gallon
	Other sporting items $_____	
select activity based on cost and preference.	Discuss budgets and activity preference relative to cost: Camping: Campers, Backpacking, Hiking and picnics, Jogging Outdoor Sports: Water skiing, Fishing, Tennis	Sales catalogs for trailers and campers

VOCATIONAL SKILLS

SKILL AREA: Vocational Competencies

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

VOCATIONAL PREPARATORY TRAINING

Behavioral Objectives	Activities	Instructional Aids and Materials
DEVELOPING OCCUPATIONAL GOALS		
The student will:		
develop a knowledge of job possibilities in the community.	Teacher should have knowledge of job opportunities in city. This may involve research at local Employment Security Commission office and discussions with local businessmen, TVI.	SRA Kits on *Career Opportunities* Guidance Assoc., Pleasantville, N.Y. 10570– *Why Work At All?*
	Field trips to job centers, i.e., Kirkland in Albuquerque.	
	Resource people for class discussions.	Vocational and Career Education personnel Living Witness DUR personnel
	Career Fair – coordinate with other classes.	Eyegate–Occupational Education tapes and filmstrips SRA–*What Could I Be* Allen Co.–*Teenagers Prepare for Work* Follett-Turner–Livingston Reading Series Technifax–*Guide to Finding a Job* Avid–*Employment Opportunities*
understand that there are governmental agencies which can help the individual.	Prepare transparencies showing how these agencies help the individual.	Resource people – Employment Security Commission DVR Federal Installations personnel Chamber of Commerce
	Role play interview.	

Objectives	Activities	Instructional Aids and Materials
DEVELOPING OCCUPATIONAL GOALS (Continued)		
explore different vocations.	Bulletin boards showing various occupations. Resource persons: mechanics, painters, etc.	Follett–*Vocational Reading Series* Finney–*Finding Your Job Series* Educational Innovations–*Pre-Vocational Materials for Adolescent Youth*
develop realistic job aspirations.		Frank Richards–*I Want A Job; On the Job*
know personal strengths and limitations.	Individual sessions with students to discuss strengths and weaknesses.	Steck-Vaughn Co.–*A Job for You* Guidance Associates, Pleasantville, N.Y. 10570–*Choosing Your Career* Eyegate–*Educational Opportunities*
plan career related to talents and capabilities.	Filmloops, filmstrips. Discussion of expectations for certain jobs–what would he have to do, schooling and other training. Exposure to certain jobs by having student work as aide-for-a-day to worker. Field trips.	Fearon–*Jerry Works in a Service Station* Allen Co.–*Campus Work; Experience in High School* President's Committee on Employment of the Handicapped Harcourt, Brace & World–*How to Get a Job* Guidance Assoc.–*What You Should Know Before You Go to Work*

Objectives	Activities	Instructional Aids and Materials
DEVELOPING OCCUPATIONAL GOALS (Continued)		
pay for lunches.	Set classroom up with work stations.	Frank Richards–*Using Money Series*
	Students buy lunches on weekly basis.	Real money
	Make change in cafeteria–practice making change in classroom.	
use public transportation, where applicable.		
learn how to go from one part of the city to another	Have students draw maps of how school bus gets them from home to school.	Transparencies of parts of city
	Practice map reading skills.	Scholastic Press–booklet–*Map Reading Skills*
	Identify important areas in city–have students show how they would get there.	
	Use city maps and maps in telephone book to find out how to get places.	City maps and telephone books

Objectives	Activities	Instructional Aids and Materials
DEVELOPING OCCUPATIONAL SKILLS (Continued)		
receive correct change.	Arithmetic lessons planned around money needed to ride bus; making change. Role playing riding on the bus.	Tokens Change Taped lessons
learn to read bus schedules.	Invite representative of the bus company to "rap" with class.	Bus schedules
ride public transportation with supervision.	Role play Field trips–ride bus to specified destination.	
learn housekeeping skills such as sweeping, mopping, vacuuming, cleaning bathrooms and kitchens.	Learn by doing Develop notebook with pictures of tasks and descriptions of how they should be done.	Frank Richards–*The Happy Housekeeper* Mop, broom, vacuum cleaner
have a facility for the use of tools, machines and materials such as sewing machines, iron, hammer, saw, typewriter.	Projects involving use of tools and machines: Stuffed animals for pediatric wards Bookcases, tables for classroom or home	Workbench in classroom Tools Safety posters Sewing machine
	Make notebook, typed, showing tools and how to use them.	Typewriter
	Request use of Mobile Workshop Units if your school district has them.	
have a facility for the use of tools, machines and materials. (Continued)	Ironing skills training.	Iron and board
		Ginn & Co.–*Sewing Step by Step* R.W. Parkinson & Assoc.–*Snip, Clip & Stitch*

SKILL AREA: Vocational

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

VOCATIONAL PREPARATORY TRAINING

Objectives	Activities	Instructional Aids and Materials
JOB APPLICATION		
The student will:		
understand ways of searching for a job.	Utilize Want Ads with discussion.	Fearon–*Getting a Job*
give his own vital statistics for filling out application form.	Vital statistics–what does it mean? Sex, Hair color, Eye color, Height, Weight	Full length mirror Scale Yardstick
	Fill out teacher-made forms, drivers license forms, job application forms	Dittoed application forms made up by teacher to include just those statistics worked on Formal application forms to show how questions are included in most applications
fill out application forms.	Role play: Student going to apply for job. Student unable to complete application because he does not know his own vital statistics. Poor man has to go home without job.	Secure actual job applications from the Navajo Tribe, Window Rock, Arizona and other companies. Secure job openings and descriptions from Navajo Tribe and other companies.
	Study of the application by the entire class of each individual part.	Teacher-made forms Business forms
	Give matching word work.	Prepared lists of words and what they mean
	Ask each child to bring his census number to class. For a period of a week or more call students by census number whenever possible.	
	At various intervals give out copies of applications and let the student check his own ability at completing them.	Copies of applications

Objectives	Activities	Instructional Aids and Materials
JOB APPLICATION (Continued)		
fill out application forms. (Continued)	Role play: Repeat the student going to apply for job and have the interviewer ask orally his vital statistics. Then let interviewer describe some of the jobs available. (The kids really enjoy this. You can tell their relationship with each other by the positions offered.) Also, the location of the job plays an important part at this point.	United Transparencies–*I Want A Job* Finney Co.–*Help Yourself to a Job* Follett–*Turner Career Guidance Series*
	Study state road maps for job site. Study distance there, cost, approximate time, mode of travel, rest stops on the way, buy lunch or take your own.	New Mexico road maps
	Discussion as to the cost of taking a job a great distance from home: Advantages of living in a city Advantages of living in a town	
be well-groomed (see personal health and hygiene section).		
understand how wages and hours are related.	Work day arithmetic unit– wages withholding forms	Frank Richards–*Arithmetic We Need* Ch. 4, 5, 6, 7
	Group discussions.	Mafex-Assoc.–*Target Math*
	Role playing	Harcourt, Brace & World Guidance Assoc.–*Your Job Interview*
use telephone for initial interview	Actual calls arranged by teacher.	
fill out application forms. (Continued)	Use of prepared materials.	Eyegate–*The ABC's of Getting and Keeping a Job* Avid–*Work Habits & You*
		Mountain Bell–Classroom phone Telephone book
	Bulletin board showing good/poor approaches.	Classified section of newspaper

SKILL AREA: Vocational

LEVEL: Pre-vocational

C. A. 12.0 – 15.11

VOCATIONAL PREPARATORY TRAINING

Objectives	Activities	Instructional Aids and Materials
ON THE JOB		
The student will:		
accept criticism.	Teacher should set up situations for students to learn to deal with job schedules, boss expectancies, reactions to criticism and the like.	Frank Richards–*Getting Along Series of Skills* Stanwix House–*On Their Way*
accept and follow directions.		Avid–*Getting Along on the Job*
participate in group projects.	Planning an activity. Planning a mural, bulletin board. Assembly line. Committee assignments.	
work alone.	Follow-up on assignments given by teacher.	
solve everyday problems such as: know what to do if he has a problem concerning work schedule.	Define problem–come up with solutions through group discussion–decide on good approach–tell why.	John Day Co.–(Dist. Steck-Vaughan) Bebe Bernstein–*Everyday Problems and the Child with Learning Difficulties*–book and workbooks
know what to do if he is late.	Discussions relating to different causes of "lateness." Role play situation: Right/Wrong Have students act out good and poor approaches; class decides better approach and tells why.	SRA booklet–*Role Playing in the Classroom*
know what to do if he gets sick.	Group discussion. Telephone reporting.	Two-way phone in class (Mountain Bell)
know what to do if he misses the bus.	Carry schedule. Report in by phone if going to be late.	Bus schedules

SKILL AREA: Vocational
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

PRACTICAL ARTS

Objectives	Activities	Instructional Aids and Materials
HOME AND FAMILY LIVING		
The student will:		
develop concept of home and family responsibilities.	Family structure Legal responsibilities Obligations Expenses Rent Insurance Utilities Food costs Medical care	Community Agencies Rental forms Newspaper ads
understand care of infants and young children	Read teacher prepared information on child development.	Child Development Chart Feeding chart Infant doll with clothing
	Prepare notebook on child care.	Guidance Assoc.–Babysitting (See Unit at the end of this section)
function within a "batching" situation.	*Cooking:*	Kitchen facilities
	Provice cooking experiences with frozen, boxed foods. Provide experiences on reading directions.	
	Select foods to provide nutrition from four basic food groups.	American Dairy Association
	Carry on basic cooking skills: boiling, baking, frying, broiling.	Foods–*Better Buymanship Series* Clothing HomeFurnishings
	Make beds. Wax furniture. Compare costs of home cleaning materials.	

Objectives	Activities	Instructional Aids and Materials
HOME AND FAMILY LIVING (Continued)		
function within a "batching" situation. (Continued)	Bring different types of cleaners to class and discuss each.	Published by Junior-Senior High School Division of Scholastic Magazines, Inc., New York
select and care for clothing properly.	Bring different sizes of clothes to class and learn to read labels.	Grolier–*Modern Consumer Education*
	Make card containing personal clothes and shoe sizes, slacks, shirts. Visit clothing stores.	Charles A. Bennett Company–*Steps in Clothing Skills*
	Make orders from catalogs based on sizes.	Catalogs
	Practice hanging clothes properly. List ways to prolong life of clothes. Learn how to wash and iron different materials. Polish shoes. Discuss proper choice of clothing for weather.	
use home utilities and tools safely.	Bulletin board or poster displays made by students showing safe use of washing machine, dryer, dishwasher, vacuum cleaner, hammer, saw, lawn mower.	Bulletin board Poster board Lawn mower
	Discuss and practice methods of daily, weekly and yearly tasks in keeping a residence clean and repaired. Learn to change a fuse in fuse boxes. Notice frayed electrical wires, mend with electrical tape.	Poster showing parts of mower Electrical tape
	Invite senior citizens to class to teach simple repair procedures	
	Mending doors and frames.	Hand tools for home repair
	Roofing repair, replacing glass.	

Objectives	Activities	Instructional Aids and Materials
HOME AND FAMILY LIVING (Continued)		
use home utilities and tools safely. (Continued)	Electrical cord repair.	
	Let students locate service supplier in the telephone book: Plumbers Electricians Roofers Construction companies Glass companies Appliance repair	Telephone book
	Asking for labor costs of each, compute repair costs with labor and parts. Discuss money saved by keeping things in repair.	
relate knowledge in types of homes.	Discuss available housing: single homes, flats, apartments, rooms, trailers, rent lease, purchase.	
	Provisions for storage efficient kitchens.	
select furnishings for home.	By catalog, newspaper ads, visits to stores.	
	Select furnishings for homes by attractiveness, style and color schemes.	
	Practice furniture arrangements. Make a scrapbook of furnishings, appliances, equipment. Make draperies, pot holders, pillow slips, bookends, shelves.	
	Follow aesthetic planning of home furnishings.	

Objectives	Activities	Instructional Aids and Materials
HOME AND FAMILY LIVING (Continued)		
select furnishings for homes. (Continued)	Furnish one room apartments, two room apartments, four room house, six room house within pre-established budgets.	
build furnishings (representative of culture) and "appliances" for the home.	Have artisan teach the making of adobe bricks–let the class make and dry bricks, then build an outdoor oven.	Adobe bricks
	Cook bread in the oven.	
	Build cabinets and shelves for the room.	Workshop equipment.

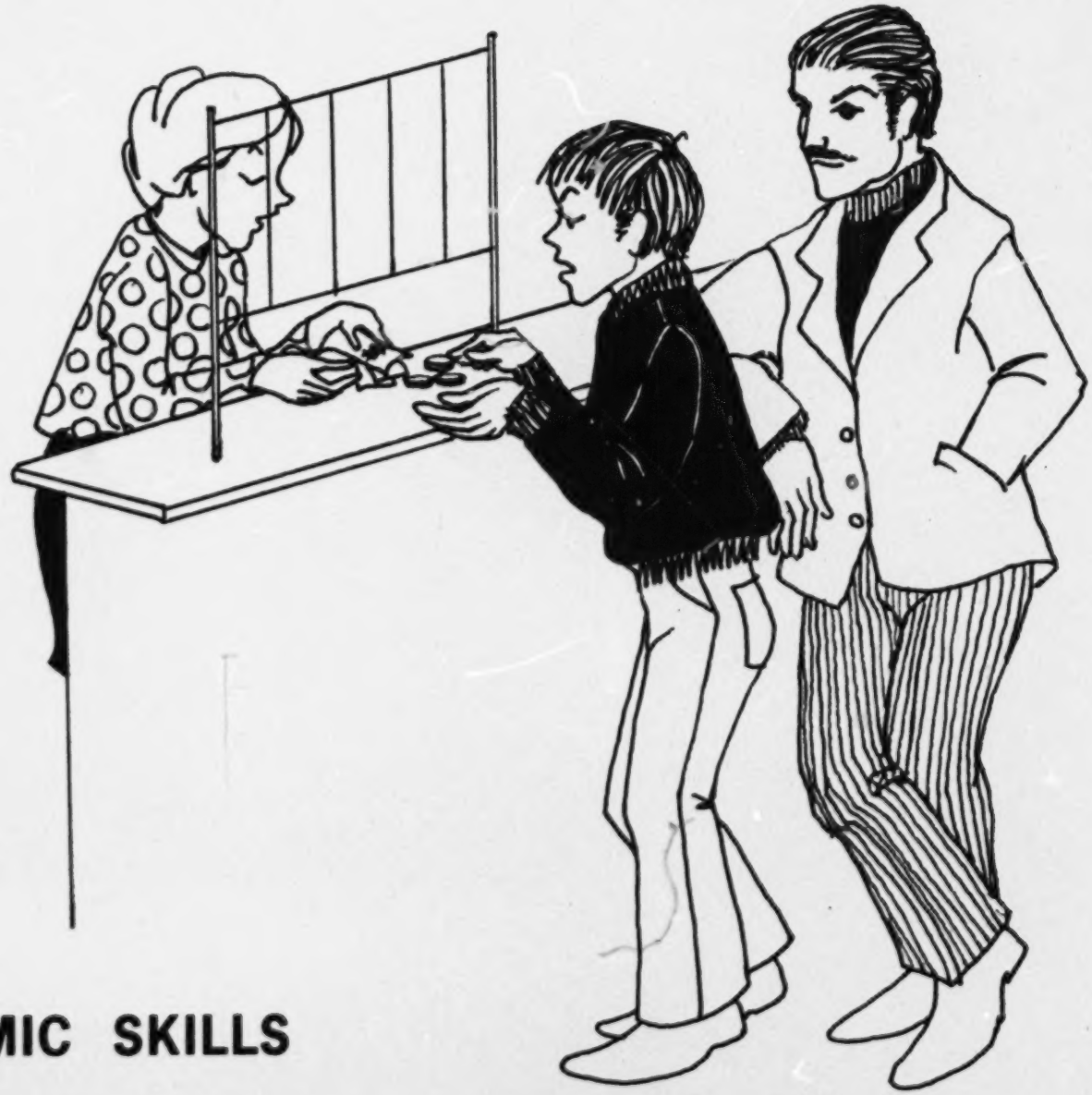
SKILL AREA: Vocational
LEVEL: Pre-vocational
C. A. 12.0 – 15.11

PRACTICAL ARTS

Objectives	Activities	Instructional Aids and Materials
TRANSPORTATION		
The student will:		
respect automobiles and trucks and know that they must be kept in good repair.	AAA has safety booklets, films.	Driver Training Manuals
	Have shop teacher demonstrate.	Car
	Have students demonstrate (changing tires, etc.).	Mechanics vocational books
	Have mechanic speak.	
	Students work on motor parts.	
	Read about car upkeep.	Books on cars
	Compute price of keeping up a car and yearly depreciation rates.	Blue book
use community transportation system, if available.		
give directions to nearest train station, airport and bus terminal.	Visit local transportation systems.	Maps of city

Objectives	Activities	Instructional Aids and Materials
TRANSPORTATION (Continued)		
describe method of obtaining tickets for various means of transportation on time tables, state and U.S. maps.	Practice ticket purchasing. Purchase tickets on public transportation for one or two field trips. Practice reading time tables.	Teacher-made tickets
plan trips to pre-determined places.	Select points of interest within the city, county, state and country. Determine mode of transportation, cost of transportation. Write Chamber of Commerce and chain hotels and motels for cost of rooms.	Transportation ticket costs Tourist information pamphlets, travel brochures, travel information

VOCATIONAL



ACADEMIC SKILLS

SKILL AREA: Academic

LEVEL: Vocational

C. A. 15.0 – 21.0

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
LISTENING		
The student will:		
display listening skills by being able to attend to verbal instructions or directions.	Use Langauge Master for sight-word vocabulary.	Language Master (Bell & Howell)
	Breakdown entire listening process into various components, e.g., extracting main ideas. Daily drill in listening to instructions for the specified work for the day.	EDL–Educational Developmental Laboratories– *Listen Series:* a) *Listen and Think* b) *Listen and Write* Tape recorder and record player activities
	Verbal instructions on periodic trips around the campus. Then expanding the geographic areas which the student must learn about.	Audio-Visual English Set II Purchase from: Collier-MacMillian 866 3rd Avenue, NY 10022
	Each student should develop listening skills relevant to obtaining and keeping his or her specific job. Use cassettes to give explicit verbal instructions. Answer the telephone and take messages.	Cassette tape series on: Educational Resources, Inc.–*Getting A Job*
use of second or native language to give instructions.	Such drill is dependent upon local and community job placement and current personnel.	

AREA: Academic
LEVEL: Vocational
C. A. 15.0 – 21.0

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
INTERPRETATION		
The student will:		
display skills to interpret and retain what has been heard.	Class discussions on different articles and topics. "Rap" session – stressing listening skills. Use popular songs (records for further development of listening skills). Have students listen for specific parts or sections of the record.	Scope magazine Daily newspaper *You and Your World* and *Know Your World*
	Tape radio news broadcasts and have students select main ideas in newscast (social studies activity).	Tape recorder Bowmar Reading Series–*Horses, Minibikes, Motorcycles, Snowmobiles, Dune Buggies*–cassette tape, reading books and filmstrip *Action Reading Kit*–Scholastic Book Service starts 2.0 reading level
display skills to receive information through communication media.	Have students listen for specific facts in an assigned program and report to the class on the next day. Look for TV references in magazines. Practice in class with radio or TV news broadcasts.	Television set Scope magazine Tape recorder Radio Pamphlets Records

AREA: Academic

LEVEL: Vocational

C. A. 15.0 – 21.0

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
SPEAKING		
The student will:		
make himself understood.	Have student describe his job and the job activities, duties and requirements.	Use tape recorder
	Discuss with students their future plans. (e.g., marriage, jobs, field trips, including descriptions of what they have seen)	
	Have student demonstrate and explain a specific jobs skill: How to sack groceries. How to use a cash register.	
improve speech pattern.	Student must be able to pronounce the relevant terminology which is used in job interviews and on job application forms.	
express own thoughts.	Role playing (job interview; charades; buying a car [salesman and buyer]).	Movies

Objectives	Activities	Instructional Aids and Materials
SPEAKING (Continued)		
ask for information.	Comparative language activity–Use any two languages. Pick out a number of words which are spelled correctly. Have the students use these words in a phonics type drill, e.g., general; pan (bread), pan (pan).	
	Send student to different people on campus and have them ask these people specific questions, e.g., How to get to a certain location.	
	Drill to improve speech patterns, pronunciations, and articulation. Teacher should recognize sound differences of other languages used by students and teach correct pronunciation in each.	
use native language.	Read Spanish (or other language) stories, poems, songs, etc.	
	Have students translate.	
carry on acceptable social conversation and discussion of ideas through socially acceptable language.	Have "rap" sessions – daily conversation. Use token reinforcement for not using cuss words in daily classroom discussions. Find substitute words for cuss words.	Reinforcement Free time; smoke breaks, games; listening to tapes and records.
	Through the use of newspaper and role playing learn how to ask about renting a sleeping room, renting a room in a boarding house, apartment, etc., and how to tell the owner you are interested or not interested, or to discuss with the manager financial problems you may have in making advance down payment.	Film – Production 5118 (NMSU extension film library contact Pat Krynitz) Film deals with verbal communication techniques

Objectives	Activities	Instructional Aids and Materials
SPEAKING (Continued)		
carry on acceptable social conversation and discussion of ideas through socially acceptable language. (Continued)	Discuss words used, but not acceptable. Discuss the appropriate manner in which to address others directly or when referring to them.	Activity Records Inc.–*Social Perceptual Training for Community Living*–tapes-slides and guiding–some parts are excellent for high school because they show young people in real life situations.
carry on a telephone conversation.	Use appropriate workbooks. Have students talk over Army field telephones which can be purchased at any Army surplus store. Permit no visual contact while talking. Practice on a teletrainer–Via Telephone Company.	Turner-Livingston Communication Series–*The Language You Speak* *The Phone Calls You Make* Movie. Telephone Company booklet–*Steps in Home Living* telephone section
display interview skills.	Role play Invite an outside person (adult) to come to class and interview. e.g., local businessmen. Answer a want ad by phone. Individualize practice on the terminology relevant to specific job applications.	Turner Career Guidance Series: *Wanting a Job; Starting a Job*–Steck-Vaughn Movie– Steck-Vaughn–*Getting A Job*
increase speaking vocabulary through functional activities.	Learning different ways of saying the same thing. boss – employer worker – employee supervisor – foreman "cool" – neat Expressing the same idea in different ways. Bilingual – give directions in English and then in Spanish.	Language Master–Bell & Howell

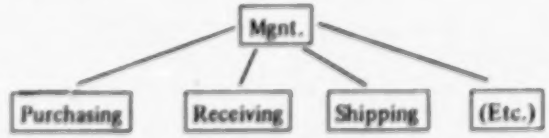
SKILL AREA: Academic
LEVEL: Vocational
C. A. 15.0 – 21.0

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
READING*		
The student will:		
read for practical information in various news media such as magazines and newspapers.	Learn that newspaper or magazines have various sections – use of index and table of contents.	1-2-3 newspaper, magazines In SEIMC
	Read and collect information of their interest at that time and assemble into a scrapbook, notebook, bulletin board, etc.	Turner-Livingston–*The Newspaper You Read* Lawson Book Co.–*Newspaper Reading*–9488 Sara St., Elk Grove, California 95624 1.60 ea. workbook
	Utilize advertisements such as sales, comparative buying, gimmicks such as 3 for $1.00 or 25¢ each, or save 3 for 81¢ or 27¢ each.	RMSEIMC Workbook 811
	Provide exposure to the different sections within the classified ads as: for sale: cars, appliances, animals, homes personal items situations wanted	Noble & Noble–*Operational Alphabet Series* Action Kit Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632

**Desired reading levels are 4th to 5th grade.*

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
locate information to help solve problems in resource books, simple reference materials, directories and dictionaries.	Use of the dictionary by learning alphabetical order in order to determine spelling or definition.	Dictionary
	Utilize the classified section of the telephone directory to locate and identify types of services, businesses and merchandise.	Telephone directory classified section
	Locate and study the map sections of the phone directory and index: Directions NSEW of map Various sections of the city Reading sectioned maps of large towns– Albuquerque, El Paso Find specific location in street intersection -	Map section
	Locate the numbers for emergency, businesses, services personnel.	Medical guide
	Locate information in employment manuals concerning sick leave, insurance, policies.	Dr. Spock–*Baby and Child Care* Medical Health pamphlets Personnel manuals
engage in "occupational" reading.	Provide opportunities to read and follow applicable booklets for care and operation of appliances, clothing labels, preparation of food.	Manufacturer's directions Packaged foods, cook books
	Create a work order: delivery location items to be delivered.	Sears, etc., catalogues
	Provide scavenger hunt with directions as well as items to collect.	

Objectives	Activities	Instructional Aids and Materials
READING (Continued)		
read and fill out application forms.	Identify various terminology, i.e., print, sign last name, address, guardian, maiden name, forms for employment, credit, social security applications.	Teacher-made directions Language master Flash cards
	See objective A-1 under Vocational Competencies for more detailed information.	Application forms
read information pertaining to bills, statements and job requirements.	Develop vocabulary lists, flash cards, transparencies, related to various job opportunities.	Occupational Education Fact Finding Series Part I, II, III Workbooks containing application forms for loans, credit cards, etc., Special Service Supply, Box 705, Huntington, NY 11743
	Make simple organizational charts of various businesses.	
		
	Read occupational briefs on various jobs.	
	Use of purchase orders through catalogs – compute total, tax, shipping costs, description, quantity, size, color.	
	Include terminology pertaining to banking, credit and loans; i.e., balance, credit, interest payment, legal obligations.	

AREA: Academic

LEVEL: Vocational

C. A. 15.0 – 21.0

COMMUNICATION

Objectives	Activities	Instructional Aids and Materials
WRITING AND SPELLING		
The student will:		
write legibly with ease and reasonable speed.	Letters: personal, asking for information or requesting items, i.e., pictures, albums, posters. If cursive writing is not legible, permit manuscript. Provide formal exposure to lettering. Use ink and pens with various styles. (Gothic, etc.) Apply lettering skills to posters, awards. Stress letter formation and spacing.	Color coded alphabet–cursive or manuscript Local job application forms Social security forms
use punctuation and capitalization correctly and habitually in meeting his daily needs.	Writing checks. Practice personal letter format vs. business letters.	Richards–*The English We Need* Steck-Vaughn–*English Practice for Mastery* Listen Series *Eddie In School*

Objectives	Activities	Instructional Aids and Materials
WRITING AND SPELLING (Continued)		
demonstrate basic typewriting competency.	Adapt procedures for teaching typing in the classroom if students are not accepted into typing class. Encourage typing for letters; friendly and business. Fill in application forms.	Typing Instruction Book Standard or electric typewriters
spell words needed in meeting his daily needs.	Present the names of relatives, streets, cities, companies, schools. (Use telephone directory.) Words used on job application forms. Days of the week, months, seasons, and abbreviations for each.	Abbreviation and punctuation dictionary
fulfill needs associated with occupational writing. (Signs and labels)	Have students write work orders. Have students label packages for mailing: Fragile Rush Special delivery Have students draw the various caution signs: Stop RR Caution Yield School zone Children at Play Fill out information on an office or telephone memo.	Make cards with caution and informative words from posterboard: Poison Danger Exit Etc. Driver's manual
fulfill needs associated with occupational writing.	Student should keep a personal data sheet, which may include information about employers, personal references and other personal data. Keep a record of work hours. Keep a record of savings accounts. Keep a record of installment buying.	

Objectives	Activities	Instructional Aids and Materials
WRITING AND SPELLING (Continued)		
fulfill needs associated with occupational writing. (continued)	Keep track of tax. Budgets! Necessities. Desires.	
complete sales slips, receipts, job orders, menu orders.	Practice filling out common sales slips. Practice taking routine job orders.	Pick up discarded sales slips from business in the community. Quick order catalogues Suter-office memos
use writing as a tool to communicate ideas through business and personal letters and messages.	Writing explanatory notes to boss or fellow workers about incident on the job. For those who are capable – use standard typing manual to practice typing skills – good for those with problems in writing skills – also reading and spelling aid. Practice personal letter writing. Write letters of application. Write letters to order articles found in news ads, magazines. Write letters of complaint.	Typing manual Typewriters Type of paper appropriate

AREA: Academic
LEVEL: Vocational
C. A. 15.0 – 21.0

MATHEMATICS

Objectives	Activities	Instructional Aids and Materials
BASIC FACTS AND PROCESSES*		
Number concepts–very few arithmetic skills are developed at this level, but rather, it is a reinforcement and adaptive program of skills already learned as they apply to problem of daily and vocational living of the individual.	Design individual lessons based on needs of students and desired vocational place–such as baking, construction, traveling. Review basic facts using worksheets, chalkboard activities, workbooks.	Teacher-made worksheets Miller Publications–*Sources of Free and Inexpensive Teaching Aids* Holt, Rinehart and Winston McGraw-Hill & Co.–Wester Division–*Individualized Study Units in Arithmetic*–includes units in addition, subtraction, multiplication and division *Learning Skills Series*
The student will:		
compute time and measurement of time units.	Using a clock–count minutes and hours. Use a split clock. Make a map and mark off time zones. Use the calendar to show measurements of weeks, months, holidays, school term.	Time cards Clock Map of U.S. Calendar Compute time in other states Frank E. Richards, Phoenix, NY 13135–*Learning About Time*
tell difference between a.m. and p.m.		
compute linear measurements, weights and volume.	Mark off floor in square yards, feet, etc. Divide ruler and yardstick into inches, feet, fractions, etc. Measure classroom.	Scott, Foresman–*Activities in Mathematics, Measurement* Fearon Publisher–*Measure-Up* Chalk Ruler Yardsticks Steel tape

**Apply diagnosis of arithmetic skills for use in effective grouping presented in pre-vocational arithmetic unit.*

SKILL AREA: Academic
LEVEL: Vocational
C. A. 15.0 – 21.0

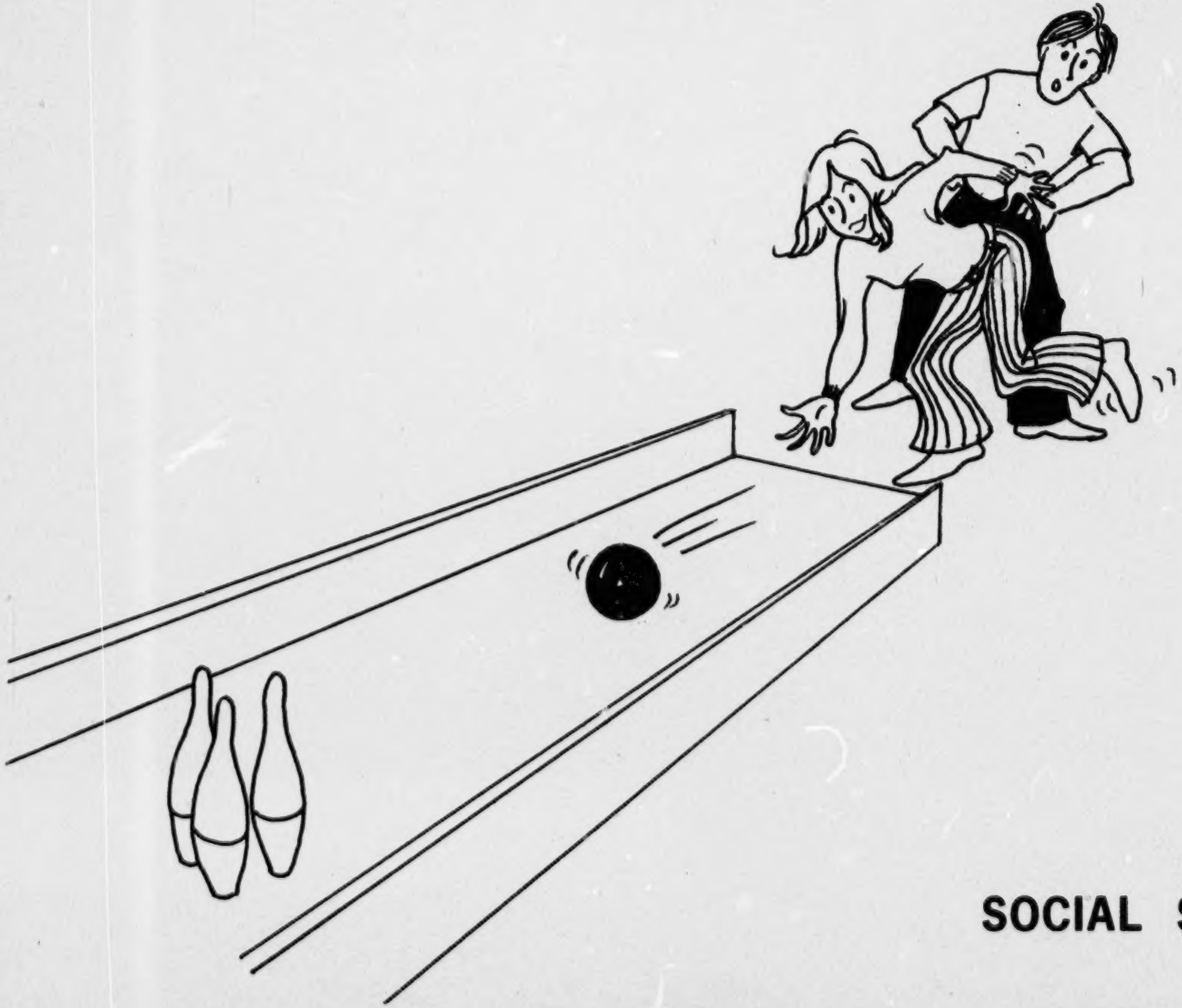
MATHEMATICS

Objectives	Activities	Instructional Aids and Materials
BUSINESS MATH		
The student will:		
work computation problems.	Using the computation skill level of each student, create problems for solving. Use the adding machine for checking student done computation.	Holt, Rinehart and Winston–Individualized study units in arithmetic
make change and work with money facts.	Money – Practice skills in recognizing denominations of coins and currency. Count money and develop skills in making change. Make field trips to grocery store to locate items on list and write down the amount. Add tax and total. Use a cash register. Use Commercial Workbook. Use teacher-made materials. Study amounts used to fill rolls of money and practice rolling money.	Teacher-made materials Adding machine Cash register Real money Play money
operate business machines, such as adding machines.	Demonstrate adding machine and have students operate it in addition, subtraction, multiplication and division processes. Introduce basic bookkeeping with "debits" and "credits."	Adding machine Ledgers
read and draw graphs, bar, line, pie.	Use bar and pie graphs to show relationship of time to activities. Make a line graph for task completion of students in class. Divide individual budget expenditures into pie graphs (percentage). Graphs: City population Miles traveled in drivers' training, etc.	Fearon–*Time and Telling Time* Graph paper Mathematic compass

SKILL AREA: Academic
LEVEL: Vocational
C. A. 15.0 – 21.0

MATHEMATICS

Objectives	Activities	Instructional Aids and Materials
CONSUMER MATH		
The student will:		
conduct banking activities, such as using checking and savings accounts.	Dramatize various activities in a bank savings program; checking account, etc. Fill in various deposit slips. Special students' checking accounts. Write checks. Balance checking accounts. Field trip to bank.	Pruett Press–Boulder, Colo.–*Banking, Mathematics in Living Book III* Bank booklets on savings accounts and checking accounts
use money skills as related to time payment, credit and loans.	Discuss credit cards and credit rating. Visit Credit Union, Small Loan companies.	Mafex Association, Inc., 111 Barron Avenue, Johnstown, Pa. 15906–*Mathematics for Citizenship*–Series of Workbooks I - V
compile Income Tax forms. Use W-2 forms.	Do worksheets in *Math In Living IV* using fictitious situations, fill in current income tax forms.	Income tax forms *Mathematics in Living Book IV* Taxes
know where to get tax computing assistance.	Visit Internal Revenue Service Building, commercial tax establishments.	Current tax books
solve problems of critical buying and money management.	Read newspaper ads for comparing prices. Practice making catalog orders. Use catalogs (Whitney–Automobile Part) to compare merchandise, such as Sears, Wards, etc. Price articles of clothing worn. Buy items using a specific amount of money.	Educational Corporation–*Modern Consumer Education Kit* Special Service Supply, Box 705, Huntington, NY–*Arithmetic Skill Text for Daily Living* Comparative shopping problems taken from grocery lists, clothing/hardware stores, automobiles



SOCIAL SKILLS

SKILL AREA: Social

LEVEL: Vocational

C. A. 15.0 – 21.0

INTER-PERSONAL RELATIONS

Objectives	Activities	Instructional Aids and Materials
SELF		
The student will:		
be aware of own strengths and weaknesses.	Do the *I Want To Work* series anytime and as often as possible for building self-confidence: Have successful high school graduate student from Special Education class or any other handicapped area come and talk about his experiences. Teacher help structure guest student so person tells: His personal feelings How he decided what to do with his capabilities/limitations His successes and failures His plans for future. Use arts and crafts, PE (volleyball) to build his self-confidence by showing what student has done and display individual work around school. Use PE in competitive area especially when Special Education students can excel when competing with regular students. Teacher's role should be continuous with sincere daily praise on positive aspects of student behavior, ideas, products, etc., to build self-image at every level. Get students to praise each other (and praise student for praising another student). A grooming unit – to help student do the best with what he has. Appropriate dress for–job, school, parties, job interview, weather, leisure time.	*I Want To Work Series*–has one section in self acceptance. Frank Richard Co.–*You*–book and workbook Turner Career Guidance–Turner-Livingston on *Personality Series–812 Better Living*–Gary Lawson RMSEIMC Fashion magazines, catalogs

Objectives	Activities	Instructional Aids and Materials
SELF (Continued)		
establish social relations and work toward realistic goals.	Discussion: men's and women's various roles in a family–who does what at home–or Role Playing responsibility to: Children — Parents Girl and boy friends — Peers Other adults Compare "pioneer days to now" on social roles. Masculinity–femininity–"mode of dress," behavior, posture. Use film monitor or mirror (full length) to show how student walks or behaves on a private level. Discuss students' heritage and acceptance and understanding of differences. Explain meaning of term realistic by having each student write a list of their strengths (things they can do) and their "weaknesses." Continue by giving examples of stories of well-known people showing their strengths and weaknesses.	Human Development Skills–Institutionalized Clients–Palomares and Bessel, La Joya, California Set up *Who's Who* corner to give recognition to pupils who have developed special skills and abilities. Display samples of their work. Fashion magazines, catalogs
practice self-respect.	Discuss similarities and differences.	

Objectives	Activities	Instructional Aids and Materials
SELF (Continued)		
develop consideration of others.	Discuss speech – acceptance and appreciation of "native language."	
	Discuss cultural customs (family response, immediate, expanded society).	
	Discuss social class values and attitudes.	
express feelings socially.	Discuss and describe feelings. Use open-ended questions for discussion: "I feel very angry when _____."	Frank Richards–*You*
	As problem arises of students teasing each other or any other pertinent problems discuss the feelings involved at that time.	Teacher-made worksheets or tape recorder to record students' answers. *Human Development Training Program* Secondary Level–Palo Mares, San Diego, Calif.
	Discuss "Success" – how it makes a person feel and how to handle this feeling.	Holt–*Values in Action*
	Through discussion and role-playing help students become aware of "different" and "appropriate" behavior and language to be used in various social settings and with various groups.	

SKILL AREA: Social
LEVEL: Vocational
C. A. 15.0 – 21.0

INTER-PERSONAL RELATIONS

Objectives	Activities	Instructional Aids and Materials
GROUPS		
The student will:		
participate in group and community projects, activities and communities.	Discuss civic, neighborhood organizations and how they contribute to personal growth, leadership and what these groups do to the community. Encourage students to participate in a community and/or school activity of their choice: bowling team — child care summer camps — etc.	
function as a member of peer group and adult family member.	Discuss different types of families and roles each person plays (i.e., fatherless families, living with relatives).	
accept responsibilities to groups and group members.	Discuss importance and direct students to work in groups to plan and direct their social activities and trips (in and out of town).	Scope/Scholastic–Maturity Kit (record) (books, booklets)
	Discuss differences between cultures and emphasize strengths of each.	American Book Co.–*The Mexican American*

Objectives	Activities	Instructional Aids and Materials
GROUPS (Continued)		
develop social skills and practices in such areas as dancing, dating, etc.	Plan and give parties. Invite dance groups or community person to teach dancing.	Records Dance teachers to come to class
know what to look for in a friend.	Discuss definitions and examples of: courtesy — fair play respect — honesty ability to give and take allowance for mistakes Read stories of true friendship. Show movies demonstrating true friendship.	
recognize acceptable code of values relating to community moral and spiritual matters, social behaviors, customs, traditions, laws, rules and authority.	Group discussion relating personal experiences in these areas and results of experience in terms of "material being" and "inner feelings." Discussion – Role Playing and reading for acceptable social behavior of teenagers and their boy-girl behaviors.	Film–*Everyday Courage and Common Sense* Workbook–812 *Better Living* Record and script–7017 *Teaching Children Values* Scholastic Magazine, Inc.–Feb., 1971 Kit (records, books, posters)–*Getting Together: Problems You Face* Scholastic Magazine–Kit (records, posters, books, booklets)–*Prejudice: The Invisible Wall* Books edited by Aurelia Stowe–*Boy Meets Girl Girl Meets Boy* Turner-Livingston Reading Series (6 books)

AREA: Social
LEVEL: Vocational
C. A. 15.0 – 21.0

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
HERITAGE		
The student will:		
have idea of origin of community.	Study names around the United States (towns, states, rivers, and historic places). New England — Pennsylvania Chippewa River — "China Town" San Francisco, etc.	Maps Movies (National Geographic)
know origin, purpose, and method of observing local and state celebrations and traditions.	Utilize guest speaker versed in *local* and state folklore. Present relics and antiques in discussion. Help put on celebrations for younger classes. (Piñata) Invite local artisans for school assemblies. Visit local historical places.	Antiques Relics

SKILL AREA: Social

LEVEL: Vocational

C. A. 15.0 – 21.0

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
LEGAL RESPONSIBILITIES		
The student will:		
demonstrate citizenship skills by displaying a functional knowledge of civil laws and legal resources as they pertain to juvenile and adult citizens.	Have a unit on law to include the following in a problem-solving situation: You and Your Rights–example: 1. What to do when you get arrested; 2. When juvenile sentences vs. adult; 3. When juvenile age changes to adult; 4. Shoplifting; 5. Stealing; 6. Carrying weapons; 7. Public demonstrations.	People to come and speak: Community resources attorney Probation officer Personnel from drugs Police department Legal aid society A rehabilitated convict Court judge
	Legal aspect of drugs–"drugs as such covered under health."	Scope (Senior Scholastic) record, booklets, posters *Law: Rights and Duties of Citizen*
	Make a "student information guide" on whole unit to be kept and taken home.	See American Guidance Assoc. for filmstrip-record series on *You and Law*
	Attorney – civil rights -	
	Have student actually go to the Legal Aid Society and ask for aid.	See city and state or police offices for films and materials on justice.
	Visit court.	
	Have an actual court trial in class with students.	Richards Publications–textbook–*Foundations of Citizenship Book 1 and 2*
	Pros and cons of public demonstrations – Legal rights.	Have tape recording of interviews with judges, etc.
	Have a student spend a day with a law or probation officer.	People come in from Better Business Bureau

Objectives	Activities	Instructional Aids and Materials
LEGAL RESPONSIBILITIES (Continued)		
demonstrate citizenship skills by displaying the functional knowledge of civil laws and legal resources as they pertain to juvenile and adult citizens. (Continued)	Present units on major laws: Employment Marriage Driving Hunting Drinking Child labor Study city laws and ordinances: Sanitation Humane regulations Fire Water Licenses Tax Permits Building Parade Soliciting Liability – Financial, Property	Drug Education Div. State Dept. for films and information Guidance Associates Catalog for materials on legal aspects See city offices for pamphlets Chamber of Commerce concerning city laws

SKILL AREA: Social

LEVEL: Vocational

C. A. 15.0 – 21.0

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
FUNCTION OF GOVERNMENT		
The student will:		
become familiar with agencies which provide help for families and citizens in time of emergencies, such as social services, OEO office, Voc. Rehab., etc.	Visit the following agencies and make a student reference notebook called *"Help."* Health and Welfare — Motor Vehicle Dept. Industrial and Construction Commission Employment Securities Highway Dept. — OEO-HUD-Model Cities Vocational Rehabilitation	Telephone numbers and addresses of all agencies
	Have Social Security person to come talk and/or take to office. Workmen's Compensation.	
	Take pictures and slides of these different agencies that have been visited.	Camera, slide projector
	Invite FHA people to talk about housing and financing—also some community Action Agencies to help find housing for low income people.	
	Have hospital personnel come and talk about health care, emergency ambulance.	
	Visit County Health Offices and Health Clinic for free health services.	
	Know where to locate information on mental health offices, Crippled Child Services, Services for Blind.	

Objectives	Activities	Instructional Aids and Materials
FUNCTION OF GOVERNMENT (Continued)		
	Meet and assist Community Civic Organizations–"Lions," "Elks," etc. Churches. Be aware of district juvenile court services–for child abuse counsels for those students who are getting into trouble.	
become familiar with agencies which provide services to families. (Continued)	Family welfare: Family court Divorce Custody of children Foster placements Adoption Guardianships	Welfare workers Social workers

SKILL AREA: Social
LEVEL: Vocational
C. A. 15.0 – 21.0

CITIZENSHIP

Objectives	Activities	Instructional Aids and Materials
DEMOCRATIC PROCESS		
The student will:		
have knowledge of the selective service.	Have military people come in and explain about "selective service laws" and classification. Take boys to register for the draft.	Military Recruiters or school counselors
demonstrate a knowledge of the democratic processes that govern our country.	Present a unit on voting to start out at the school level. Learn about "poll fees."	Fearon Publisher–*To Be A Good American Series*– 6 booklet.
	Hold elections (within class school elections). Campaign local and state headquarters. Have candidates from each political party to come and give talks. Attend rallies. Write to candidates. Practice how to register for a political party, time, cost. Have voting registrar come to class and explain and register students. Help students register to vote. Have students realize expenses of campaigning. Let students donate time or money to selected candidate. Hold election returns party on night of national or state returns.	Newspaper, news magazines
	Hold informal class discussion about political issues; encourage students to bring materials defending their viewpoint: Compare different points of news by different TV and radio newscasters. Compare advertising–*propaganda tactics*– "don't believe everything you see."	
	Note privileges and obligations presented in constitution.	

Objectives	Activities	Instructional Aids and Materials
DEMOCRATIC PROCESS (Continued)		
demonstrate a knowledge of the democratic processes that govern our country. (continued)	In response to students, answer questions on local, state, national government. Through taxes note where money goes whenever occasion present.	
relate differences between a Democratic–Republic and other ideologies.	Democracy – Totalitarianism Democracy – Communism	World maps
recognize world leaders in current events.	Collect pictures of world leaders meeting with U.S. government officials. Relate person to nation. Act out role and dress of foreign officials. Tape language of foreign officials for playback in class.	
verbally explain governmental terminology.	Election Polls Ballot Platform Candidate Citizen Civil Rights Campaign Majority Minority Plurality Quorum Election Returns	
demonstrate awareness of emotional terms.	Communist Fascist Slang terminology Find "emotional terms" in *letters to the editor.* Is the person pro or con on the subject?	Newspapers

SKILL AREA: Social Competencies
LEVEL: Vocational
C. A. 15.0 to 21.0

HEALTH, SAFETY AND HYGIENE

Objective	Activities	Instructional Aids and Materials
HEALTH AND SAFETY		
The student will:		
implement basic First Aid procedures.	Have representative from local Red Cross come to class. Representative from rescue squad come to class. Field trip to emergency room at local hospital. Have students practice first aid procedures.	*First Aid As It Happens* American Red Cross First Aid Manual
	Water safety should be stressed, particularly in the Spring. Student should understand home safety.	Metropolitan Life–*Household Safety Booklet*
	Water (spills/falls) Electricity Heat Ladders Glass Cooking Appliance shorts- fuse box furnace - floor, wall Burns Cuts - bleeding/pressure points. Medicines Combustion - wax, grease, fires / water not used to smother.	

Objectives	Activities	Instructional Aids and Materials
HEALTH AND SAFETY (continued)		
observe home safety practices such as storage of toxic materials.	Have students fill out checklist at their home on poisonous liquids, fire hazards, faulty ladders, etc. Discuss ingredients in common household items and harm to humans.	Bring in common household items: Bleach, cleaners, detergents, aspirin, cold medicines, etc.
locate health services available in the community.	Know about services available through welfare agencies. Planned Parenthood. Know about local health centers. List of emergency numbers e.g. hospital, doctor, rescue squad, etc. Crisis Center.	Speakers with films from Planned Parenthood.
discuss dangers of smoking, alcohol and drugs.	AA - Get information from this organization. Drug unit - see local health center. Unit on household drugs. Have ex-addicts speak to class. Speakers from local health centers, police departments, etc. American Cancer Society.	Eyegate–1972–*Generation on Drugs Series* American Cancer Society has materials Phone company has films
realize importance of pre- and post-natal care and procedures.	School Nurse can talk to class. Psychiatrist or physician can talk to class on care and growth of an infant. Do some work on heredity.	Film available from Planned Parenthood Lawson Book Company, 9488 Sara Street, Elk Grove, California 95624–*Safe and Sound Workbook* – covers areas of planned parenthood, pre-natal care, baby care, accident prevention and first aid.
be aware of social, communicable diseases.	Visit health clinics or have nurse or physician speak. Epidemics, natural disasters, V.D.	
recognize symptoms and the care and prevention procedures of childhood diseases.	Measles, polio, mumps, chicken pox, diptheria.	

Objectives	Activities	Instructional Aids and Materials
HEALTH & SAFETY (Continued)		
understand the need for regular dental and medical check-ups by trained professionals.	Have dentist speak to class.	
	County health service has a representative who can talk to class.	
	Relate personal needs to needs of children and responsibilities as parents.	
understand matters pertaining to health and accident insurance plans.	Student should know about the different types of insurance.	
	Teach unit on benefits of hospitalization.	
	Know the cost of staying in a hospital.	
	Have an insurance agent speak to class.	Insurance representative
	Get insurance (health, accident) forms and have students fill them out.	Insurance policies
	Explain differences between group and individual insurance.	
	Withholding payment from checks.	
be aware of community health precautions.	Community health is concurred with minimizing spread of disease.	Public health inspector forms
	Community health in cafeterias and restaurants. Cleaning Cooking Food poisoning Pork–trichonosis	

Objectives	Activities	Instructional Aids and Materials
HEALTH & SAFETY (Continued)		
be aware of community health precautions. (Continued)	Classroom–public meeting place: clean heated ventilated	
	Gym–showers, disinfectant	
	Community Garbage disposal Water supply Food drug inspection Grocery inspection Meat processing Dairy products Drugs and medicine Eating places.	Restaurant ratings

SKILL AREA: Social
LEVEL: Vocational
C. A. 15.0 – 21.0

HEALTH, SAFETY & HYGIENE

Objectives	Activities	Instructional Aids and Materials
HYGIENE		
The student will:		
understand and respect the human body and its functions.	Develop units on physiology and anatomy. Discuss and know life cycle.	Eyegate–series of 8–*Systemic Approach to Physiology*
	Doctors and nurses can come and talk to class.	Eyegate–*Your Body and How To Take Care of It*
	Establish units regarding the effects of alcohol, smoking and narcotics on the body functions.	Hubbard Co.–kit–*Me Now*–for the MR child
	Have students make posters for bulletin board. (Bulletin Activities)	BSCS Newsletter Readers' Digest has articles regarding anatomy and physiology. American Cancer Society posters regarding smoking
demonstrate good nutritional habits.	Develop unit on nutrition – The Basic Four. Teach the way the four food groups can be used with a variety of "cultural" foods: Tacos give: meat, vegetables, bread/cereal, milk (cheese) Spaghetti gives: meat, vegetable (tomato), cereal, milk (cheese) Foods do not have to be eaten at a specific meal: Nutritional foods can be eaten at any time: tortillas and chile for the morning meal rather than omitting the meal.	Metropolitan Life Insurance booklets

VOCATIONAL SKILLS

AREA: Vocational

LEVEL: Vocational

C. A. 15.0 – 21.0

VOCATIONAL PREPARATORY TRAINING

Objectives	Activities	Instructional Aids and Materials
PREPARATORY		
The student will:		
know how to fill out application forms, social security, withholding and union forms.	Pretest–have students discuss answers they gave and questions they did not answer. Each student should compile personal papers to be kept in billford which contains basic job application information, such as: address, city and zip code social security number first and last name of both parents, including mother's maiden name age of parents names, addresses, and phone numbers of persons to be called in case of emergency names, addresses, and phone numbers and occupations of three persons to be used for character references list of schools and years attended previous jobs, employers' names, addresses and dates of employment	Application forms from businesses in the area. Paper of bright color for information or small index card Small pocket-size notebook to keep in billfold or purse Special Service Supply, Box 705 Huntington, NY, NY 11743–$1.35 ea–*Job Application Skill Text*
	Learn words on application and what information is required for an answer. Learn vocabulary words by games: relays card games bingo and oral discussion to see if student understands.	Opaque or overhead projector Vocational Education, State Department of Education, Santa Fe, NM 87501–*Vocational Instructional Materials for Students with Special Needs*

Objectives	Activities	Instructional Aids and Materials
PREPARATORY (Continued)		
know how to fill out application forms, social security, withholding and union forms. (Continued)	*Evaluation* Students fill out application forms. Emphasize neatness. Encourage students at junior and senior level to use the same method, or if they already seem competent in this area, give them an application form as a periodic review. For variety in evaluation and understanding of all parts of application forms, create mock information sheets and transfer that information to correct place on application form.	Knowledge needed to obtain work Know Program – SRA Book and wallet size information Teacher-made information sheets
analyze jobs by skills, benefits, requirements.	Tapes and filmstrips to demonstrate skills and requirements for a specific job. Discuss job requirements. Present information from a town and county listing business establishments and local industry. Analyze by skilled, unskilled positions. Active or sedentary. Compare "job descriptions" when available at larger establishments. Have employer discuss duties of a job–visually and verbally. Have students who have worked on the job tell what they were required to do, how they were required to act, etc. Classroom discussion. Visit training station of work-study students. Scan daily newspaper.	Tapes–filmstrips Teacher-made films and pictures of students on jobs in local area. Workbooks–*The Getting Along Series of Skills* Frank E. Richards–*From Tires To Teeth* Guidance Associates, Pleasantville, NY–*What You Should Know Before You Go To Work* Scholastic Book Services–*Jobs in Your Future*

Objectives	Activities	Instructional Aids and Materials
PREPARATORY (Continued)		
demonstrate knowledge of banking departments and services.	Have students fill in spaces provided on bank floor plan: savings — checking loans — charge cards trust — mortgage dept. etc. Set up a field trip in a bank. Present financial problems for solutions by service needed.	Note paper, pencils, city map, permission slips, transportation ditto sheets with floor plan of the bank American Bankers Assoc., 90 Parks Avenue, NY, NY– 16 mm film–*"Manage Your Money"*–with film strips, teacher's guide and student practice materials
	Discuss notification of loan agency when circumstances prevent payment on time.	First National Bank, Doña Ana, Box 610, Las Cruces, New Mexico 88001–*Personal Money Management*
continue or open a savings account.	Either a bank field trip or an individual visit; encourage each student to fill in signature card and deposit an amount of money in savings account.	Savings account passbook, pencil and paper, social security card, bank savings account signature card
rectify pass book, figure interest of bank savings.	Keep a record of the money he has deposited in his account.	Passbook, ledger, paper, pencil
	Figure interest of banks and savings and loan at various rates.	*Dollar Sense*
set up and follow a realistic budget.	List each student's monthly income, and against it put budget items: transportation, if any — clothes savings — recreation payments — contribution to home, etc. Keep a record of each paycheck to know the exact income.	Scholastic Magazines–Senior High School Division, NY– Guidance Associates, Pleasantville, NY 10570– *Better Buymanship Series* Scholastic Magazines–Junior-Senior High School Division– Guidance Associates, Pleasantville, NY 10570–
	Review paychecks for withheld amounts and benefits.	

Objectives	Activities	Instructional Aids and Materials
PREPARATORY (Continued)		
know where to go for unemployment benefits.	Discuss with individual employers. Eligibility. Social security benefits.	Social Security forms Speaker from state employment office
be able to use the services of employment agencies.	Speaker and/or discussion of Vocational Rehabilitation Office. Speaker and/or field trip to State Employment office. State Employment Agency, private, vocational rehabilitation.	DVR manual State Employment manual Steck-Vaughn, Austin, Texas–*How To Get A Job And Keep It*
use proper language in association with co-workers and supervisors.	Class discussion relating personal experiences in this area. Specific job vocabulary. Differences of personalities of employer and employees: friendliness / shyness / cooperativeness / aggressiveness / insistance on your own way / temperament / beliefs and attitudes / grouchiness / sensitiveness / personal appearance	Video tape Eyegate–films, filmstrips–AVID Corp.–Instructional System Division, 10 Tripps Lane, East Providence, RI
evaluate his own efforts and production.	Allow student to express self-evaluation. Employer – evaluation. Private – counseling session.	AVID–*Getting Along on the Job*–AVID tells how to order the series See RMSEIMC Instructional Materials Catalog–Vocational Level–University of Northern Colorado, Greeley, Colo 80631

Objectives	Activities	Instructional Aids and Materials
PREPARATORY (Continued)		
carry through ways of getting a job.	Visit employment agency. Want Ads. Use of yellow pages in telephone book, phone map. Personal contacts–friends and relatives. Contact former employer. Visit employment office. Learn about private employment agencies by personal visit, by telephone, by written application.	American Guidance Associates, Pleasantville, NY– *On The Job: Four Trainees*
demonstrate proper conduct for personal interview.	Role playing interviews. Employer or other outside adult to conduct interview. Arrangement for interview by employer, bring information to classroom discussion.	Guidance Associates, Pleasantville, NY 10570–*Your Job Interview*
state current wage and hour laws.	Civil service. Labor commission speaker. State labor commission office. Contact employer. Employment commission speaker. List local, county, state and federal jobs by non-union, union, civil service, exempt.	Wage and labor forms
be able to ask about fringe benefits, such as hospitalization, insurance, sick leave, vacations.	Contact employer. Workmen's Compensation Pension and Retirement plans. Gather up employee manuals from schools, city government, county government and larger industries. Have students locate the information.	Employee manuals

Objectives	Activities	Instructional Aids and Materials
PREPARATORY (Continued)		
continue or open a checking account.	Keep record of deposits and checks. Encourage students to deposit into savings account from each pay check. Give reasons for checks–budget, taxes.	Checks Checkbooks
keep correct balance in checkbook.	Use practice checkbooks as exercises in writing and stubbing checks. Note expenses which will effect taxes: medical expenses medicines donations to church and charity.	Personalized checkbooks Checkbook signature card "Stub" type checks Ledger type checkbooks
demonstrate comparison of cost of credit.	Encourage student to compare credit applications, interest rates, carrying charges, and other credit costs of various companies. Using credit rates figure actual cost of large items, cars, appliances.	Guidance Associates, Pleasantville, NY 10570–*The Cost of Credit* and *Buyer Beware* Credit cards Building and Loan Association Revolving credit plans Credit applications
write the consumer protection division of the New Mexico attorney general's office.	Ask the consumer protectionist to lecture on consumers' rights and responsibilities (door-to-door salesmen).	Consumer protection agency pamphlets
complete tasks within projected time period.	Review or continue to work on learning to read time. In classroom encourage and require students to complete a worksheet or project within a given time period, emphasize working with speed and accuracy is also required on the job.	Behavior Modification Techniques Division of Special Education State Department of Education

AREA: Vocational

LEVEL: Vocational

C. A. 15.0 – 21.0

ON THE JOB

Objectives	Activities	Instructional Aids and Materials
WORK STATIONS		
The student will:		
be punctual and dependable.	Provide selected consequences for: 1. Coming back to the work station on time after breaktime. 2. Getting to work on time. 3. Calling in to school and/or job if he is ill or if he is going to be late. 4. Carrying out a specific task as assigned without doing unnecessary activities.	Consequences at school: Points Free time Tokens
apply relevant safety procedures.	Wears appropriate safety or health garments when job related. Follow warning signs and health procedures.	John Day Company–*How To Hold Your Job*
demonstrate acceptable inter-personal relationships with peers and supervisors.	No fighting on the job. Should be taught how to get along with fellow employees. Learn to be tolerant. Students should learn to be honest and not gossip among other employees.	Filmstrips are available Eyegate, 1972–*ABC's of Getting and Keeping a Job Series* Holt, Rinehart and Winston–*How To Get Along on the Job*

Objectives	Activities	Instructional Aids and Materials
WORK STATIONS (Continued)		
work at competitive pace in a prescribed length of time.	Contract for specific goals based on a prescribed length of time. Students should be taught the importance of using one's time wisely. Once a certain job or task has been completed – the student should go to the supervisor and ask for additional duties.	
practice good safety and develop the ability to read job related safety signs and warnings.	Student should be taught the importance of being aware of certain safety precautions relevant to different types of jobs. Should be taught to respect machinery, and the importance of no "horseplay" while on the job. Student should know the function and use of protective equipment e.g. goggles, safety shoes, gloves, hard hats. Safe driving practices if the student is in a driving type job. e.g. caution when backing, etc. This can be accomplished by field trips to local businesses. Outside speakers, e.g. State Police. Be aware of explosive or inflammable products. Student should be taught elementary First Aid procedures. (See General Safety unit).	Safety films are available from the phone company. Fire and fire prevention series. (Eyegate). First Aids as it happens series (Eyegate 1972).
perform simultaneous and sequential tasks.	Student should be taught how to operate a ditto or duplicating machine. Students should be taught how to draw simple plans for woodworking. Students should be taught how to follow instructions in the proper order. The following areas can be used to teach this objective: cooking, woodworking, running machinery, etc.	

Objectives	Activities	Instructional Aids and Materials
WORK STATIONS (Continued)		
perform simultaneous and sequential tasks. (continued)	Making a test on following directions. First question: Read everything before you do anything. Test title is "Can You Follow Directions".	
demonstrate appropriate hygiene and grooming habits.	Full length mirror should be installed in the classroom so that students can check personal appearance daily, with sign over top of mirror saying "Would I hire me? " Areas to evaluate - hair, make up, clothing, (zippers, buttons, pins) shoes. Encourage class discussion regarding personal appearance and effect on getting a job. e.g. clean fingernails, hair combed, clean clothes, shoes shined. Field trip to barber shop or beauty shop. Outside speaker from a cosmetic company. Care of personal clothes.	Eyegate, 1972–*Your Body and How To Take Care of It Series* Films from phone company.
demonstrate employer loyalty.	Teach student the importance of not criticizing employer or company while in public. Field trip to local company to talk with representative regarding loyalty to his company.	*Trouble at Work* Guidance Associates Pleasantville, New York
develop skills in problem solving.	Practice verbally stating problems. Separate fact from rumor. Teach student how to analyze specific problems before making a decision. Student should seek advice from teacher, employer, counselor, etc., regarding problems for which they have no answer. "Rap" Session discussing job related problems.	*Your First Week on the Job* Guidance Associates Pleasantville, New York

AREA: Vocational
LEVEL: Vocational
C.A. 12.0 – 21.0

PRACTICAL ARTS

Objectives	Activities	Instructional Aids and Materials
HOME ECONOMICS:		
The student will:		
compare commercial products for cleaning.	Compare the use of and storage needs of various cleaning compounds. Lye Powdered soaps and cleansers Liquid soaps Drain cleaners Window and wall cleaners Wax removers Dusting products Oven cleaners	Commercial products
demonstrate difference between home dishwashing and commercial dishwashing.	Provide for assisting in the custodial care of the school. Assist in school cafeteria with the commercial washing of dishes.	
be able to select proper skill and tools necessary for home repair.	Set up mock situations when the electricity goes off, or the drains plug up where students must determine probable cause and decide whether home repair or professional skilled labor will remedy the situation.	Home economics area

Objectives	Activities	Instructional Aids and Materials
HOME ECONOMICS (Continued)		
	Practice painting and repairing the outside surface of the home whether wood or adobe. Provide for on-site observation of painters, plumbers, electricians, brick layers doing remodeling work.	A home volunteered for use in practice.
cook simple balanced meals.	Practice cooking basic meals for Breakfast Lunch and Supper based on a set income. Serve meals to the class.	Cooking supplies
compare commercial vs. home approach to preparation of meals.	Provide experience in school kitchen in the preparation of foods. Assist in school kitchen whenever possible.	

AREA: Vocational

LEVEL: Vocational

C. A. 15.0 – 21.11

PRACTICAL ARTS

Objectives	Activities	Instructional Aids and Materials
GARDENING		
The student will:		
design and implement simple yard and landscape design.	Provide for the mock selection of tools from a store or catalog by proper name.	Yard tools
	Create models of simple to elaborate landscaping.	Card board Paint Crepe paper
	Provide for experience in lawn and grounds care.	

AREA: Vocational
LEVEL: Vocational
C. A. 15.0 – 21.11

PRACTICAL ARTS

Objectives	Activities	Instructional Aids and Materials
TRANSPORTATION		
The student will:		
obtain a provisional license.	Study Driver's Manual, Laws, signs, responsibilities Integrate into driver education class. Enroll in private driver education program through Vocational Rehabilitation. Provide for student to obtain license.	Driver's Manual Tapes on Driver Education Posters of common traffic signs Texts: *Sportsmanlike Driving Youth Behind the Wheel*
recognize car pool responsibilities.	Explain that if you ride with someone else you pay Discuss problems that occur if one person is late, not ready, not going, car problems, etc. Be courteous to other members; e.g., do not smoke if others find it offensive. Drive safely Explain importance of limited number of occupants in car.	Safety films from local police, State Police, and Telephone Company
meet bus schedules for work.	Review method of transportation to work. Study situation. Do individual follow up on transportation needs.	
travel independently.	Compare modes of transportation by cost of ticket, time involved, meals (if necessary) and lodging (if necessary).	
read and follow highway maps.	Plan trip – list stops and highways to follow – interstate, state, county, and road conditions.	Interstate and State Maps

WORK STUDY PROGRAM

INTRODUCTION

It is the purpose of this section of the Secondary Curriculum Guide to promote an understanding of the philosophy, objectives and methods of operation of the Special Education work/study program.

This manual is to be a source of information by persons within the schools to assure compliance with eligibility requirements, operational procedures, essential records, and compliance with federal and state laws pertaining to employment of minors and the handicapped.

DEFINITION

The Work/Study Program is a functionally organized program that integrates work and study as a balanced process of education.

It consists of learning experiences organized and coordinated by the work/study teacher and is designed to develop self-confidence, academic potential and vocational competencies.

OBJECTIVES

Activities should be designed to develop attitudes and skills which will

a) lead to the formation of habits enabling students to understand themselves and to get along with others.

b) lead to the formation of habits which promote physical development, health, safety and hygiene.

c) enable students to develop to their maximum capabilities in the basic tool subjects through individualized instruction.

d) lead to the application of communication and computational skills necessary to solve problems encountered in everyday living.

e) enable students to participate in a productive way of life.

f) assist with the selection of wholesome leisure time activities.

g) lead to the acceptance of civil responsibility and awareness of the roles of local, state, and federal agencies.

STUDENT ELIGIBILITY CRITERIA

Eligibility criteria are provided to the selection of prospective Special Education work/study students. Recommended participation for the Special Education Work/Study Program should come from the Educational Appraisal and Review Committee as established in the **State Standards for Special Education.**

Along with compliance with placement requirements into exceptional classes, the following criteria should be taken into consideration:

1. The students should be 16 years of age by January 1 of the current school year of enrollment. In special cases age 15 can be accepted.

2. The student should be seriously academically handicapped for age level.

3. The limitations that result from the disability should constitute a substantial handicap to employment.

4. There should be a reasonable expectation that through the services provided the individual will be able to engage in a remunerate occupation.

SCHOOL RESPONSIBILITIES

A. Adopt a work/study plan that describes the roles of the student, the school, and the employer.

B. Provide for on-site evaluation of training station work done by the student.

C. Make certain programs comply with federal, state, and local laws and regulations (Exhibit I)

D. Develop a program which will permit fulfillment of necessary credit requirements for graduation. (Laboratory classes require 165 clock hours for one credit.) [1]

E. Issue a diploma upon completion of a prescribed Special Education Curriculum. [2]

1 *Minimum Standards for New Mexico's Schools*, Standard IV B, page 20.

2 *State Standards for Special Education*, April 1973, page 2.

ADMINISTRATION

The Superintendent is the key person in the success or failure of a work/study program. The school board is influenced by the superintendent's attitudes in developing policies regarding work-study coordination and the awarding of credits toward graduation.

The superintendent must verify to the Special Education Unit compliance with the following funding approval contingencies:

1. Compliance with State **Standards for Special Education.**
2. Availability of adequate facilities conducive to health and learning.
3. Employment of teachers endorsed or certified by the State Certification Section for the current school year to instruct handicapped children.
4. Local school districts requesting funds for a Resource Room teacher program will be requested to submit additional personnel and pupil information for approval consideration.
5. Verification of transportation availability for all CONTINUING AND NEW CLASSES by the State School Transportation Unit.
6. Verification of Special Transportation availability for **SPECIFIC** handicapped enrollees.

The Work/Study Teacher:

1. Is accountable for academic instruction in school and job training evaluation outside the school environment.
2. Cooperates with all agencies and businesses to place students in training positions.
3. Assists and counsels students; cooperates with the school counselors.
4. Counsels with parents to help them understand the limitations and assets of the student; solicits their cooperation in encouraging the young person to complete his training before dropping out of school; assists parents in viewing the child's future with pride; solicits parents' cooperation in signing job training agreements.
5. Is interested in the development and progress of the individual rather than devoted to the content of courses. Develops rapport easily.

The Work/Study Teacher (continued):

6. Is properly trained in the understanding of children and youth, and especially in the intellectually limited; he is able at any time to accept the retarded as a person with all his limitations.

7. Must be a vital, living part of the community and must be able to see "beyond the possible."

FUNDING

Special Education funds will be made available upon application to and approval of the state superintendent and chief for reimbursement of certified expenditures of approved programs.

Allowable reimbursements from Special Education funds include teacher salaries, educational supplies and materials and in-service training for staff, etc.

Student stipends for work stations, reimbursement to trainers, transportation must be acquired from other sources of revenue than Special Education state appropriated funds.

See Attachment II – Division of Vocational Rehabilitation
Attachment IV – Vocational Education Division

INTERPRETING WORK/STUDY TO THE SCHOOL STAFF

The non-teaching staff (cooks, custodians, librarian, etc.) who serve as job area supervisors must be helped to realize the important role they play in the in-school training.

Many school systems have found it effective in interpreting the idea of work/study if the superintendent or building administration assist the Special Education teacher or coordinator in explaining the program on an annual basis at a teachers' meeting, and at a meeting of the non-teaching personnel.

INTERPRETING WORK/STUDY TO THE STUDENT

There are seldom problems in convincing high school age students of the benefits of the work/study phase of the educational program. However, there are some basic understandings that the student must grasp before this phase can be initiated. He must understand that:

1. That this is an EDUCATIONAL PROGRAM, and the student will receive grades and credits for successful work.
2. That he has certain obligations and responsibilities to the school as well as to his employer.
3. That before being placed in the community, certain work skills and habits must be developed and demonstrated in the in-school program.

Many work/study teachers have developed, with student participation, a list of responsibilities of the student trainee. This list might include such things as:

1. Time spent in employment during the school day is regarded as time spent in school, and regular attendance is required both at school and on the job.
2. Students must notify the employer and the school if illness or an emergency prevents them from reporting to work.
3. Students may not leave their jobs or accept jobs without consultation with the work/study coordinator.

INTERPRETING WORK/STUDY TO PARENTS

Parents of high school age handicapped students are concerned about what is going to happen to their son or daughter. They want to know if he will be able to get and hold a job, if he will be able to function independently or if they must make provisions for his future. Parents are not too interested in statistics and research. They are interested instead in what is going to happen to their child. Before work/study is established, parents of the students who will participate in this phase must be given a complete explanation.

It should be made clear that work/study is an essential factor in the education of their youngsters. It offers an opportunity for practical work training under school supervision with the result in most cases of helping their child make an effective start as an adult. Their youngster's interests, aptitudes will be carefully evaluated to help determine appropriate placement, as well as training. He will receive continuous occupational guidance, evaluation, credit toward graduation, and wages commensurate with his ability to perform on the job. The program will also help their youngster learn how to budget his income effectively. Parental cooperation is most essential if the child is to benefit from work/study.

To interpret work/study to parents effectively, teachers should schedule parent conferences. The conference with parents should dwell upon:

1. the importance of work/study as part of the educational program
2. the need for the parents' child to participate in work-study
3. the specific objectives the school has for their child
4. the requirements for participation in work/study
5. the ways in which parents can help

INTERPRETING WORK/STUDY TO THE COMMUNITY

To insure the success of work/study, it will be necessary to explain the school's endeavor to educate handicapped youngsters through this program and its importance to both the educable mentally retarded and society.

Although many work/study teachers start by knocking on doors, another approach might be to organize a committee of industrial and commercial leaders to assist in explaining the program to others in the community.

Another approach which has proved particularly effective in the smaller cities and rural areas is for a representative of the school (work/study coordinator or administrator) to approach local service organizations of professional and lay people to explain work/study and solicit their help. Groups such as Chamber of Commerce, Exchange Club, Jaycees, Kiwanis, Lions, Optimist International, Parent's Organization, and Rotary are prime examples.

Various news media have been used effectively by school work/study personnel as a method of promoting community awareness. Publicity through local news media is an effective tool which can and should be generalized in nature and needs to be positive, explaining goals, purposes, procedures and the like. The media should not be used to the point of alienating, through super-saturation, those considered friends of the program. Publicity, in good taste, stimulates employer interest in participating in this work training program. It also serves as a means of educating the largest number of people quickly and easily. The news media approach, however, does not supplant the need for personal contacts between school and community.

One general conclusion can be drawn. Not only too much publicity, but also the wrong kind of program publicity, is dangerous. In preparing various reactions of the students, parents, employers and persons unfamiliar with work/study or to Special Education. [1]

[1] Ohio Department of Education *Guidelines Work-Study Phase of EMR Programs*, 1972.

COMMUNITY CANVASSING

Community work/study often reveals strengths and weaknesses of the student as a worker which the school program is unable to do in the less realistic school-work experiences it is able to provide. More effective counseling, guidance and training can thus be realized for the participating student.

Possible work stations should be carefully screened by the coordinator for appropriateness, working conditions and adequate supervision.

The work/study coordinator or teacher should make initial contact with the prospective employer regarding participation in the school work/study program. The teacher's visit should not be limited to just 15 minutes or two hours, but should be governed by the amount of time the employer or his designated representative is willing or able to devote to the visit. It is helpful to

1. inquire about the business
2. explain the school's work/study program
3. tour the facilities to help identify job areas
4. identify employer willingness to participate in the work/study program
5. evaluate whether the work station would be an effective training experience and whether the employer would be able to work with the child
6. fill in task analysis chart .

THE JOB SURVEY

One technique found helpful to many work/study teachers in the initial stages of program development is to survey the local area for potential placement stations. This survey should be executed by the coordinator prior to the time when students are placed on community work experiences.

A typical sequence in conducting such a survey is to start by collecting names, locations and telephone numbers of all possible employing establishments. Advertisements in the local newspaper and in the yellow pages of the telephone directory can provide much of this information. Usually local Chambers of Commerce have literature available which offers an overview of the various types of businesses and industries in the area as well as other related and pertinent information.

Once these general data are collected, written or personal contact is made with these establishments. A brief outline of the school's work/study program and request for permission to visit the establishment in the near future to explain the work program in more detail, and help identify possible job stations is included.

This written or personal contact with employers is initiated through the work/study teacher or the school administrator. It should be pointed out to the employer that the school is not expecting to place students at this time, but rather merely wishes to survey selected employers for possible job stations. This information will supply the school's work/study program with a "data bank" of various community placement stations to be considered for individual students coming through the program from year to year who demonstrate specific aptitudes for a given type of work.

ADVISORY COMMITTEE

Another approach is to develop an advisory committee consisting of local businessmen, community leaders, and people active in various civic organizations. This group can

a. help locate job placement stations
b. help disseminate information concerning the program to the community
c. act as a sounding board of the community
d. suggest approaches that would be most effective when working with other businessmen in the community

COMMUNITY AGENCIES

The most effectively organized programs are those which anticipate the need for involvement of the community. The responsibility for preparing handicapped students for adult living must be shared by the community and community agencies. The full utilization of services available through various local agencies results in maximum benefit to the children. It is more often found that the paucity of services of community agencies is due to inadequate solicitation rather than to the lack of their desire to be of service.

Particular emphasis should be given to explaining the school's program and purpose, as well as improving services to the children through a better understanding of the various services offered by community agencies. Community, county, state and federal agencies need to be utilized for an effective program.

TASK ANALYSIS OF WORK STATION

The classroom instruction should involve the student in an exploration of many occupational areas. These areas can be selected on the basis of community availability and through the use of resources such as *Dictionary of Occupational Titles, The Occupational Outlook,* and *The Occupational Survey.*

Task analysis should provide answers for job requirement as follows:

1) Physical Demands
2) Working Conditions
3) Physical Activities
4) Personal and Academic Requirements
5) Employment Prerequisites

Analysis can be made by a trip to the resource people at the work station or by the resource people coming to the classroom.

The in-school classroom experience should provide opportunity for the student to become aware of specific skills for specific work areas and to evaluate his own competencies in relation to skill needs.

Completion of task analysis will permit the student teacher implement the student's training and instruction, perhaps in the Special Education class setting or a vocational class.

JOB ANALYSIS REPORT

JOB REQUIREMENTS

I. PHYSICAL DEMANDS

A. How much strength is required?

	Hands	Arms	Legs	Back
Great	____	____	____	____
Some	____	____	____	____
Little	____	____	____	____
None	____	____	____	____

Kind of speaking required: Little____, giving messages____, asking for materials or tools____, giving directions____.

JOB TITLE_____

LOCATION_____

Kind of job
____ clerical
____ sales
____ agriculture
____ factory
____ service
____ self-employed
____

Job level
____ skilled
____ semiskilled
____ unskilled

B. PHYSICAL ACTIVITIES

____ walking	____ sitting	____ working fast
____ running	____ standing	____ handling
____ jumping	____ kneeling	____ feeling
____ pulling	____ crawling	____ fingering
____ pushing	____ throwing	____ talking
____ turning	____ climbing	____ hearing
____ lifting	____ crouching	____ seeing color
____ carrying	____ balancing	____ perceiving depth
____ stooping		

C. WORKING CONDITIONS

Location: ____ inside ____ outside

Mobility: ____ cramped ____ moving objects
____ high places

Work with: ____ others ____ around others
____ mechanical ____ wet
____ ventilation ____ exposure to burns
____ lighting ____ radiant energy
____ alone ____ noisy

II. PERSONAL AND ACADEMIC REQUIREMENTS

Handle money?
____ yes ____ no

Memory required?
____ much ____ little ____ none

Arithmetic required?
____ add ____ subtract ____ multiply
____ measurement ____ fractions ____ divide
____ sales slips ____ invoices ____ other

Reading required?
____ much ____ little ____ none
____ addresses ____ sales orders ____ patterns
____ directions ____ bulletins ____ letters

Writing required?
____ none ____ listing ____ sales orders
____ production ____ records
____ information to be read by others

Employee meet the public?
____ no ____ seen by public
____ talks to public
____ works with public all the time

Kind of speaking required:
____ little ____ giving messages
____ asking for materials or tools
____ giving directions

Experience ____ not required
____ required

EMPLOYMENT PREREQUISITES

Test given ____ employment test ____

Licenses required ____ yes ____ no
Driver's license ____ other

Health certificate ____

Written application ____ yes ____ no

Belong to a union ____ yes ____ no

How are employees found?
____ employment service ____ help-wanted ad
____ people come in ____ referral by friends
____ labor unions

How much education is required?
____ no formal education ____ little formal education
____ elementary school ____ some high school
____ high school diploma

How are employees paid?
____ by the hour ____ on the basis of piecework
____ weekly ____ monthly

How much on-the-job training is given?
____ less than 6 weeks ____ 6 weeks to 6 months
____ Can the school help in the training?

How much supervision is the employee given?
____ none ____ little ____ some ____ much

Adjustment to change required?
____ none ____ little ____ some ____ frequent

Pressure on the job?
____ none ____ little ____ some ____ great

The following examples of work/study stations represent rough scales of three levels of job tasks to use for reference when one is talking with administrators, and other on-campus personnel about job sites and placement of students:

LIBRARY AIDE

Level I
1. Stack books in back room.
2. Clean library and straighten chairs.
3. Inspect and repair books.

Level II
1. Deliver and pick up books.
2. Stamp books with numbers.
3. Arrange bulletin boards.

Level III
1. Put returned books back on shelves.
2. Check out books.
3. File cards.

OFFICE CLERK

Level I
1. Address and type envelopes.
2. Fold and staple material.
3. Stuff envelopes.
4. Operate photostat machine.
5. Carry messages in school.

Level II
1. Do copy typing.*
2. Count and wrap in packages of 10, 15 20,25 for mail.
3. Operate ditto machine.
   a. Put ditto on machine.
   b. Check pressure level.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III
1. Operate telephone switchboard.
2. Tally.
3. Sort mail.
4. Operate mimeograph machine.
5. Operate addressograph machine.

SCHOOL CUSTODIAN AIDE

Level I
1. Dust, sweep, clean, and mop cafeteria.
2. Remove spots from floors, walls, furniture, and fixtures and clean erasers.
3. Clean and dust hall, lockers, furniture, glass, fixtures and other installations.
4. Service soap dispensers, towel boxes, and similar facilities.

Level II
1. Dust, sweep, clean classrooms and cafeteria.
2. Sweep and hose blacktop, tennis courts, playgrounds, sidewalks, and parkways.
3. Gather and dispose of rubbish, paper, leaves, and debris. Supply and wash wastepaper baskets.
4. (May) raise and lower flags.

Level III
1. Dust, sweep, clean offices.
2. Lock and unlock doors, gates, windows, transoms, and storerooms.
3. Give information regarding locations of various school facilities.
4. (May) vacuum rugs and carpets and operate power sweepers.
5. Perform a variety of unscheduled custodial duties as requested by the principal or head custodian.

GARDENER AIDE

Level I
1. Clean debris from yard drains.
2. Assist with planting.

Level II
1. Assist with laying out and marking of athletic and recreational areas.
2. Assist with care of turf on athletic fields and lawns by watering, weeding, reseeding.

Level III
1. Learn to adjust, operate, and perform minor maintenance on mower, edges, sprayers, and other gardening equipment.
2. Care for trees shrubs, flowers and ground cover by cultivating, watering, weeding.

TEACHER'S AIDE OR SHOP ASSISTANT

Level I
1. Collect waste materials.

* This is straight copying on the typewriter; it entails the typing of lists and other simple material with no changes or modifications attempted by the student.

TEACHER'S AIDE OR SHOP ASSISTANT (Continued)

2. Sweep floors.
3. Clean tables and benches.

Level II
1. Mix paint or tempera.
2. Prepare and arrange supplies for lessons.
3. Duplicate follow-up lessons.

Level III
1. Arrange bulletin board.
2. Assist with arrangement of educational equipment and instructional aids.
3. Operate equipment in the listening center - overhead projector, slide projector, and other apparatus.

FOOD SERVICE ASSISTANT

Level I
1. Clean tables.
2. Stack chairs.
3. Sweep floors.

Level II
1. Wash pots and pans.
2. Help the cook.
3. Sweep floors.

Level III
1. Make change.
2. Serve food.
3. Work at supply counter.

SCHOOL LAUNDRY AIDE

Level I
1. Fold towels, sheets, and uniforms.
2. Fold and hang clothes.
3. Mend or repair clothes (by hand).

Level II
1. Count and shelve towels, sheets and uniforms.
2. (Boys) work with wet clothes.
3. Mend or repair clothes (by machine).

Level III
1. Work the presser.
   a. Uniforms
   b. Dresses
2. Wash laundry (by machine)
3. Operate clothes dryer.

SCIENCE LABORATORY ASSISTANT

Level I
1. Wash bottles, trays, and instruments.
2. Feed animals.
3. Straighten classroom.

Level II
1. Put away equipment.
2. Prepare simple trays for students.

Level III
1. Set up equipment.
2. Help in giving directions.
3. Clean equipment.

PHYSICAL EDUCATION AIDE

Level I
1. Hand out equipment.
2. Hand out towels.

Level II
1. Help at games.
2. Clean equipment.

Level III
1. Keep time.
2. Sort and store equipment.

INTERSCHOOL MESSENGER

Level I
1. Deliver within one school.
2. Sort paper.

Level II
1. Delivery to two or more schools.
2. Read simple material.

Level III
1. Deliver to schools and other district facilities.
2. Receive and sort mail.

GARAGE AIDE

Level I
1. Wash trucks and other mechanized equipment.

GARAGE AIDE (Continued)

2. Clean windshields.
3. Maintain garage and premises in a clean and orderly condition.

Level II
1. Change oil in gasoline engines.
2. (May) assist in lubricating automotive equipment.

Level III
1. Repair tires and tubes.
2. Perform duties as designed.

OFFICE CLERK

Level I
1. Address and type envelopes.
2. Fold and staple material.
3. Stuff envelopes.
4. Operate photostat machine.
5. Carry messages between schools.

Level II
1. Do copy typing.
2. Count and wrap in packages of 10,15, 20, 25 for mailing.
3. Operate ditto.
   a. Put ditto on machine.
   b. Check pressure.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III
1. Operate telephone switchboard.
2. Tally.
3. Sort mail.
4. Operate mimeograph machine.
5. Operate addressograph.

STOCKROOM CLERK

Level I
1. Keep shelves and goods in a clean and orderly condition.
2. Load and unload trucks.
3. Seal cartons.
4. Use hand truck.

Level II
1. Rotate stock.
2. Store stock.
3. Wrap, pack, and prepare parcels and goods for shipping.

Level III
1. Issue custodial maintenance items and other school supplies.
2. Occasionally fill orders.

X–RAY ROOM AIDE

Level I
1. Put on labels.
2. Act as messenger in office.

Level II
1. Develop X-rays..
2. Act as messenger in building.

Level III
1. File by color.
2. File by number.

CENTRAL SERVICE AIDE

Level I
1. Cap bottles.
2. Take hair off towels.
3. Fold towels in stacks of 10.

Level II
1. Count 25 cotton balls and put them in paper bag.
2. Put instruments in small bags for sterilization.

Level III
1. Prepare trays of instruments.
2. Fold uniforms and various surgical cloths.

MESSENGER

Level I
1. Deliver messages on one floor.
2. Assist in sorting incoming gifts for delivery.

Level II
1. Deliver messages on two floors.
2. Receive incoming messages.

MESSENGER (Continued)

Level III
1. Deliver messages, gifts, and the like throughout the building.
2. (May) transmit incoming and outgoing messages.

LAUNDRY AIDE

Level I
1. Fold towels, sheets, uniforms, and all other flat items.
2. Do the work of a sorter.
3. Check for unmarked laundry.

Level II
1. (Boys) work with heavy wet laundry.
2. Do the work of a loader.
3. Place identification in sorted basket of laundry.

Level III
1. Use presser for uniforms.
2. Operate hand ironer and folder.

Level II
1. Do copy typing.
2. Count and wrap in packages of 10, 15, 20, 25, for mailing.
3. Operate ditto machine.
   a. Put ditto on machine.
   b. Check pressure level.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III
1. Operate telephone switchboard.
2. Tally.
3. Sort.
4. Operate mimeograph machine.
5. Operate addressograph.

CHILD–CARE CENTER AIDE

Level I
1. Help with feeding.
2. Assist with play activities.
3. Deliver messages in center.
4. Assist with cleaning.

Level II
1. Help supervise rest periods.
2. Help supervise outside play and group activities.
3. Assist children in performing health habits, washing hands and face, dressing.
4. Share in housekeeping duties related to children's activities and needs.

Level III
1. Help prepare materials for instructional lessons.
2. Read stories to children.
3. Arrange bulletin boards and displays.

PHARMACY AIDE

Level I
1. Prepare packages for mailing.
2. Act as messenger.

Level II
1. Use pill counter.
2. Label bottles.

Level III
Do the same as for Level I and Level II

I. JOBS AND JOB AREAS IN COMPETITIVE EMPLOYMENT

A. Clerical
- Cashier
- Mail clerk
- Stock clerk
- Typist
- File clerk
- Duplicating machine operator's helper
- Janitor or attendant
- Packing clerk
- Receptionist-clerk
- Address-change clerk
- General office clerk
- Shipping clerk
- Mailing clerk
- Embossing machine operator
- Machine operator
- File clerk
- Secretary
- Library assistant
- Delivery boy or messenger
- Addressing machine operator
- Inventory and receiving clerk
- Clerk typist
- Office worker
- Switchboard operator
- Stockroom worker
- Stapling clerk
- Taping machine operator's helper
- Mimeographing helper

B. Labor (general, factory, assembly line, and the like)
- Asphalt worker
- Steel laborer
- Box worker
- Clothing man
- Lumber mill worker
- Body and fender shopworker
- Furniture hauler
- Greenhouse man
- Meat packer
- Warehouseman
- Parts man
- Venetian Blind repairman
- Air-conditioner factory employee
- Food plant worker
- Greeting card company employee
- Staple machine worker
- Forklift driver
- Cannery worker
- Ceramics worker
- Sheetrock worker
- Furniture worker
- Textile mill worker
- Car washer
- Garage helper
- Hatchery man
- Moving van helper
- Tool shed worker
- Mason's helper
- Painter's helper
- Auto parts man
- Candy worker
- Furniture plant employee
- Pen and pencil company employee
- Milling machine worker
- Drill press operator or helper
- Bottle inspector and handler
- Box maker
- Metalworker
- Beverage company employee
- Welder
- Carpet-layer trainee
- Showman's helper
- Rug cleaner
- Construction worker
- Gardener's assistant
- Kennelman's helper
- Truck loader and driver
- Carpenter's helper
- Plumber's helper
- Lumber salvage man
- Auto tire worker
- Electronics employee
- Garment worker
- Sewing machine operator
- Laundress or laundryman - dry-cleaning operator
- Packing clerk
- Lumberyard helper

C. Service (general, health, hotel and restaurant, auto service occupations, and the like)
- Child-care worker (baby sitter)
- Copyboy
- Housekeeper (domestic)
- Ticket taker
- Ticket puncher
- Rug cleaner's helper
- Warehouse clerk
- Motion picture projectionist
- Sign-printing operator
- Dental laboratory assistant
- Messenger
- Janitorial worker
- Beautician
- Beautician's assistant
- Delivery boy
- Manicurist
- Newsboy
- Camp attendant
- Handbill passer
- Lubrication man
- Florist's helper

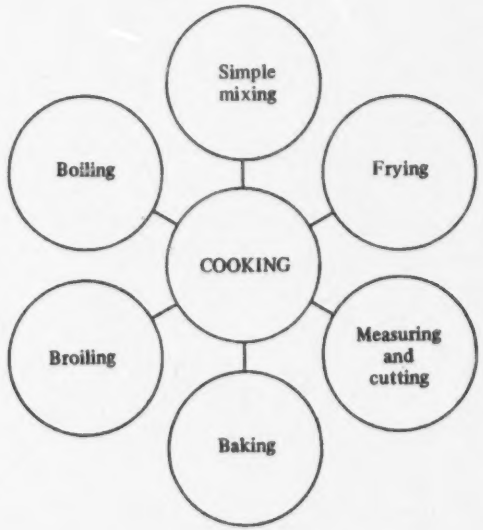
Garbage-disposal serviceman
Nurse's aide
Laundry tumbler operator
Hospital maintenance helper
Barber
Window washer
Theater usher
Porter, baggageman
Tire recapper
Vendor
Civilian employee of U.S. Army, U.S. Navy, U.S. Air Force, or U.S. Marine Corps
Laundry washerman
Laundry clothes folder
Rest home employee
Service station attendant
Used-car lot attendant
Auto-wrecking yard worker
Tire repairman
Auto body repairman (mechanic's helper)
Car washer
Parking lot attendant
Dishwasher
Bus boy or bus girl
Waitress
Bellboy (bellhop)
Soda fountain attendant
Cook
Cook's assistant
Maid
Porter
Produce handler
Snack bar attendant
Sandwich maker
Bakery helper

D. Grounds, maintenance, and custodial
Grounds keeper
Groundsman
Nurseryman's helper
Farmhand
Janitorial assistant
Park Worker
Fruit picker
Golf-course keeper II
Greenhouse worker
Hedge trimmer
Gardener's helper
Yard maintenance worker and caretaker
Nursery farm worker
Grass cutter
Campground caretaker
Wood cutter

GRAPHIC ILLUSTRATIONS OF JOB SKILL TRAINING*

The following graphic illustrations present componants of skill training together with occupational areas and specific jobs.

The Occupational Area of HOMEMAKING



Skill Components for Cooking

Skill Components for Sweeping

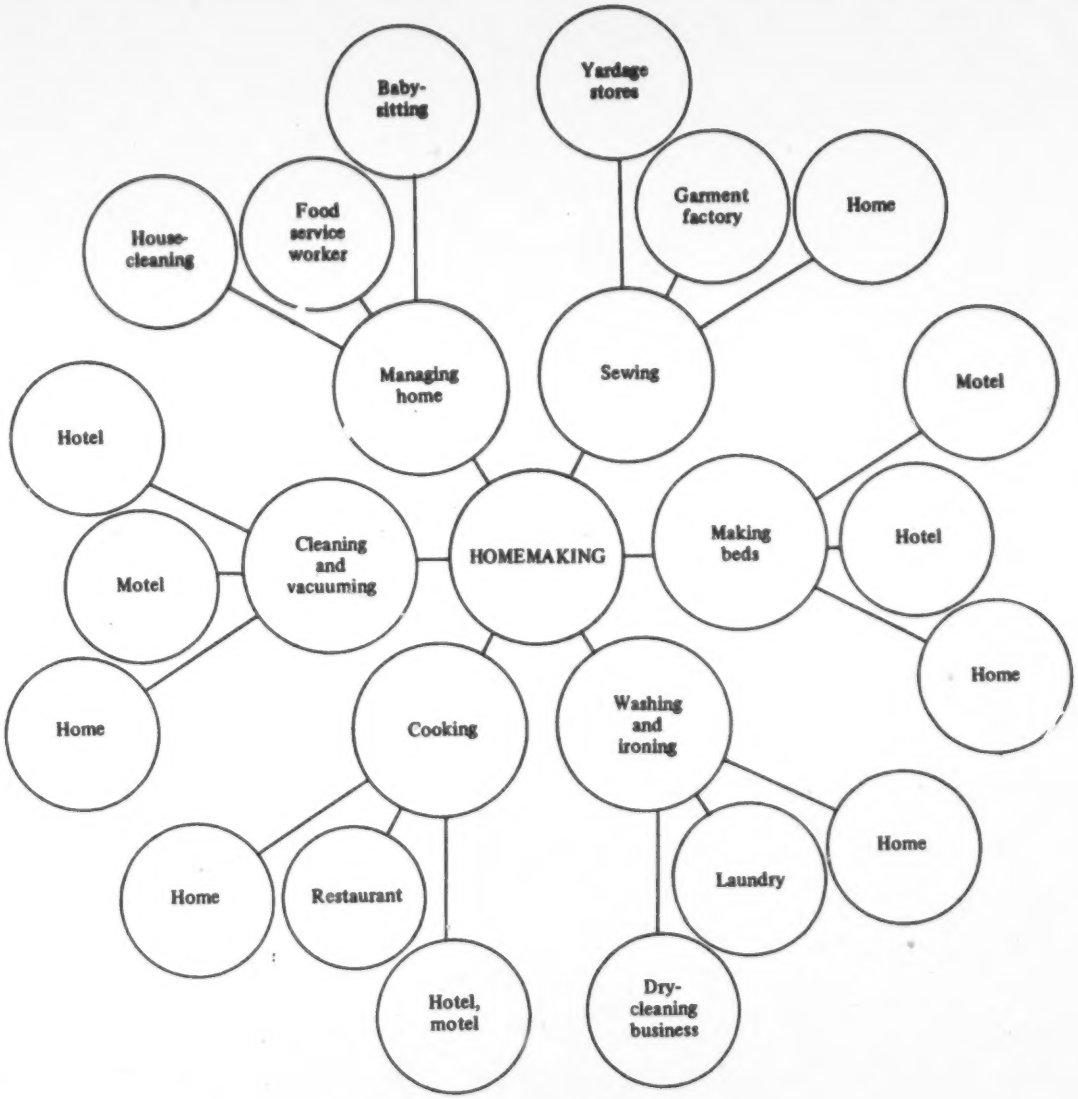
*Division of Special Education,
California State Department of Education
Work Study Handbook, 1971

Skill Components for Washing and Ironing

Skill Components for Making Beds

Skill Components for Sewing

Skill Components for Home Management



The End Goal: Community Homemaking Jobs

The Occupational Area of HOUSEKEEPING

Skill Components for Janitor

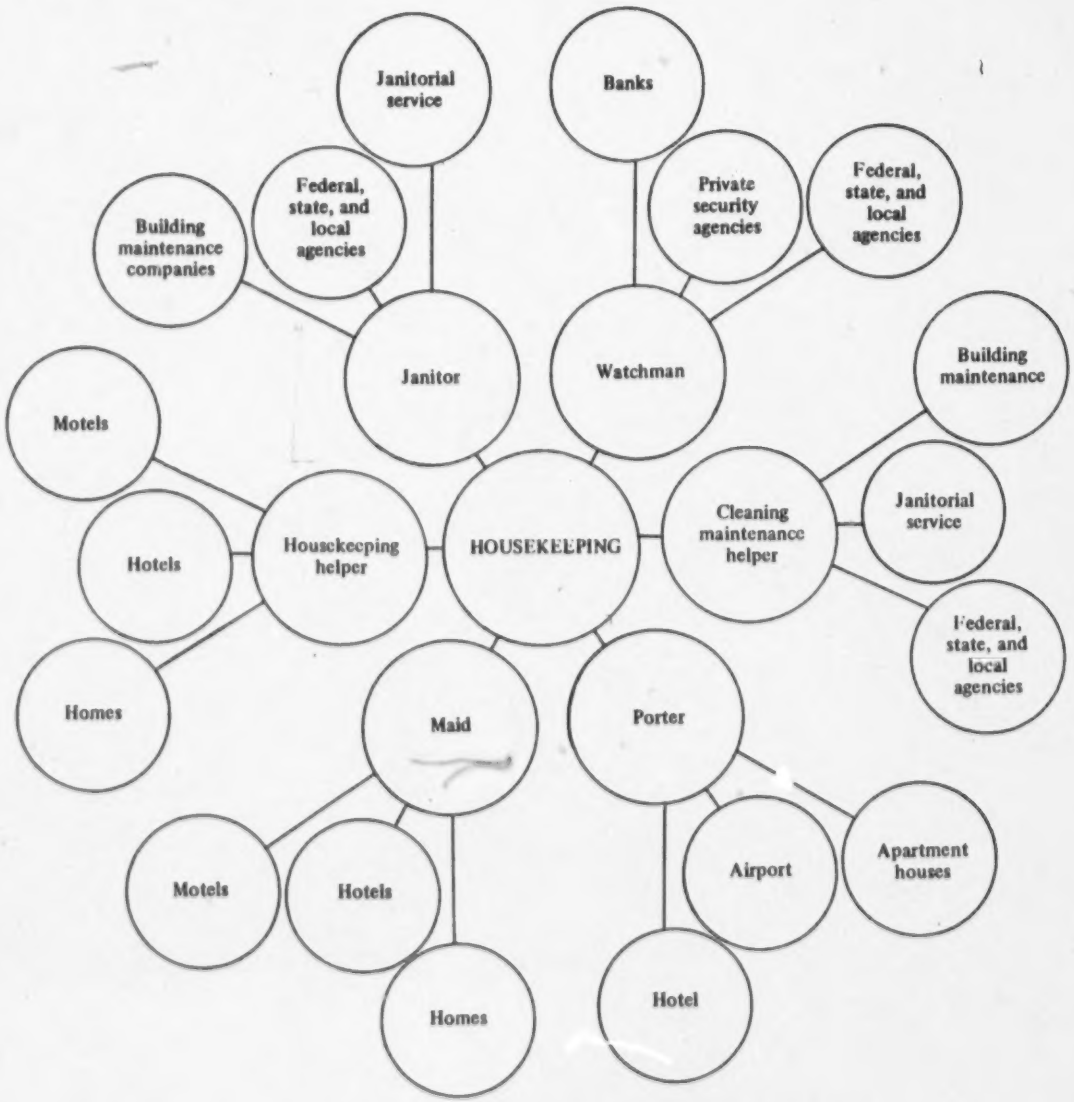
Skill Components for Porter

Skill Components for Watchman

Skill Components for Maid

Skill Components for Housekeeping Helper

Skill Components for Maintenance Helper



The End Goal: Community Housekeeping Jobs

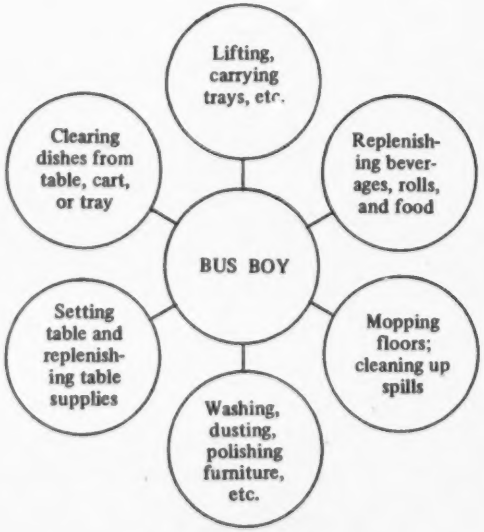
The Occupational Area of FOOD SERVICES

Skill Components for Dishwasher

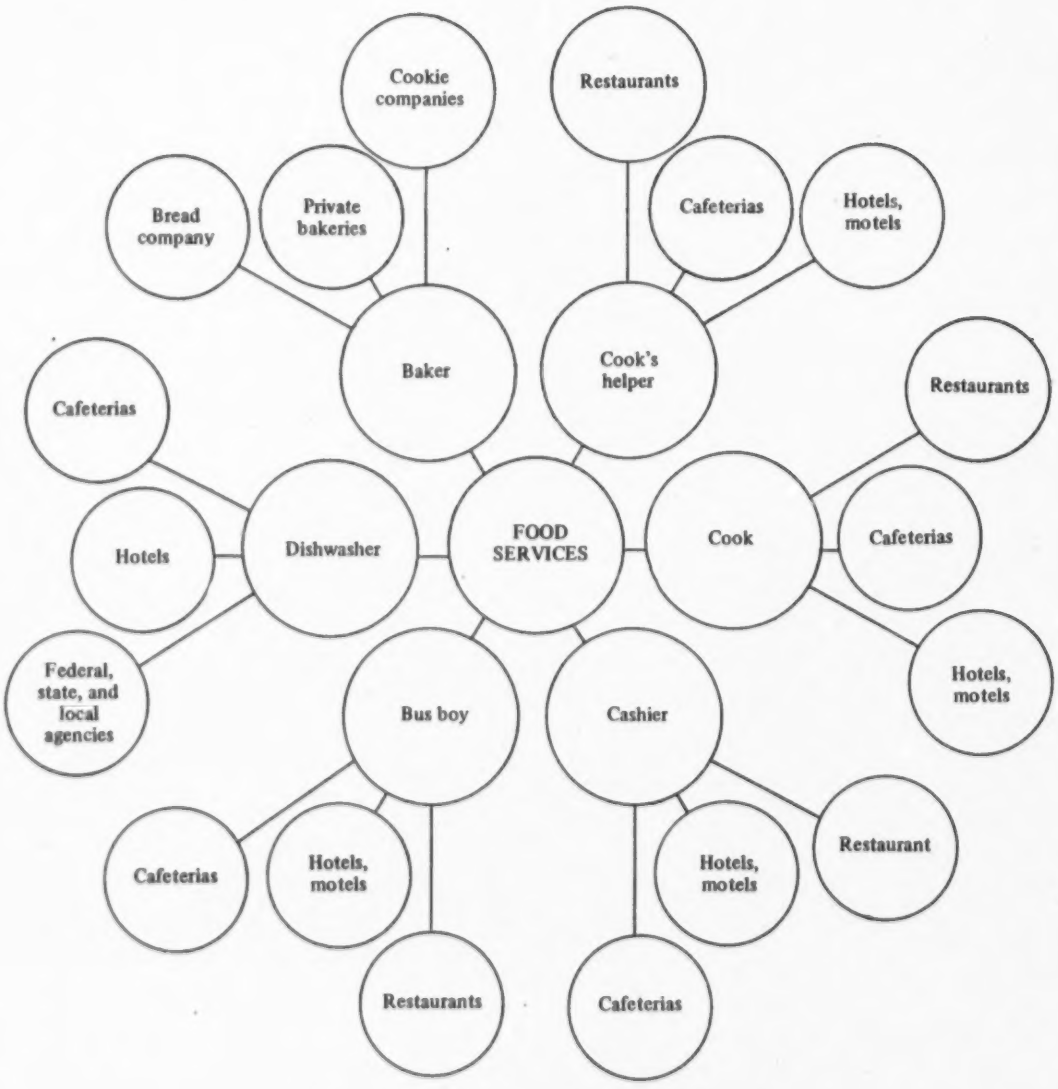
Skill Components for Cook's Helper

Skill Components for Cashier

Skill Components for Baker



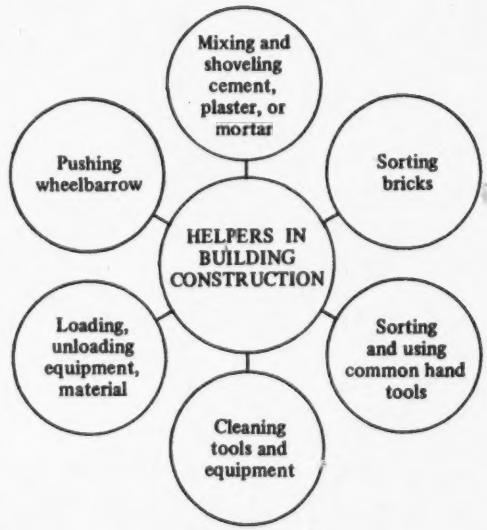
Skill Components for Bus Boy



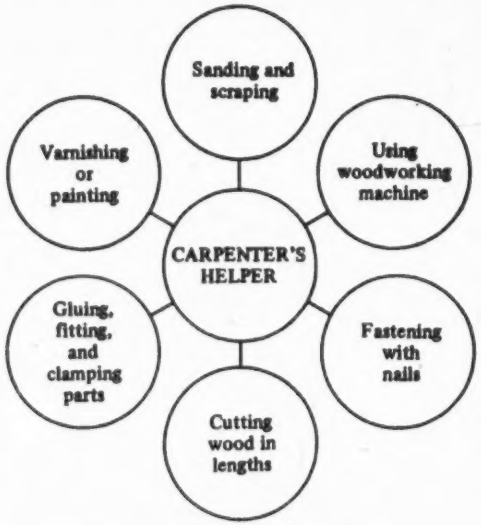
The End Goal: Community Jobs in Food Services

The Occupational Area of BUILDING TRADES

Skill Components for Laundry Helper



Skill Components for Helpers in Building Construction

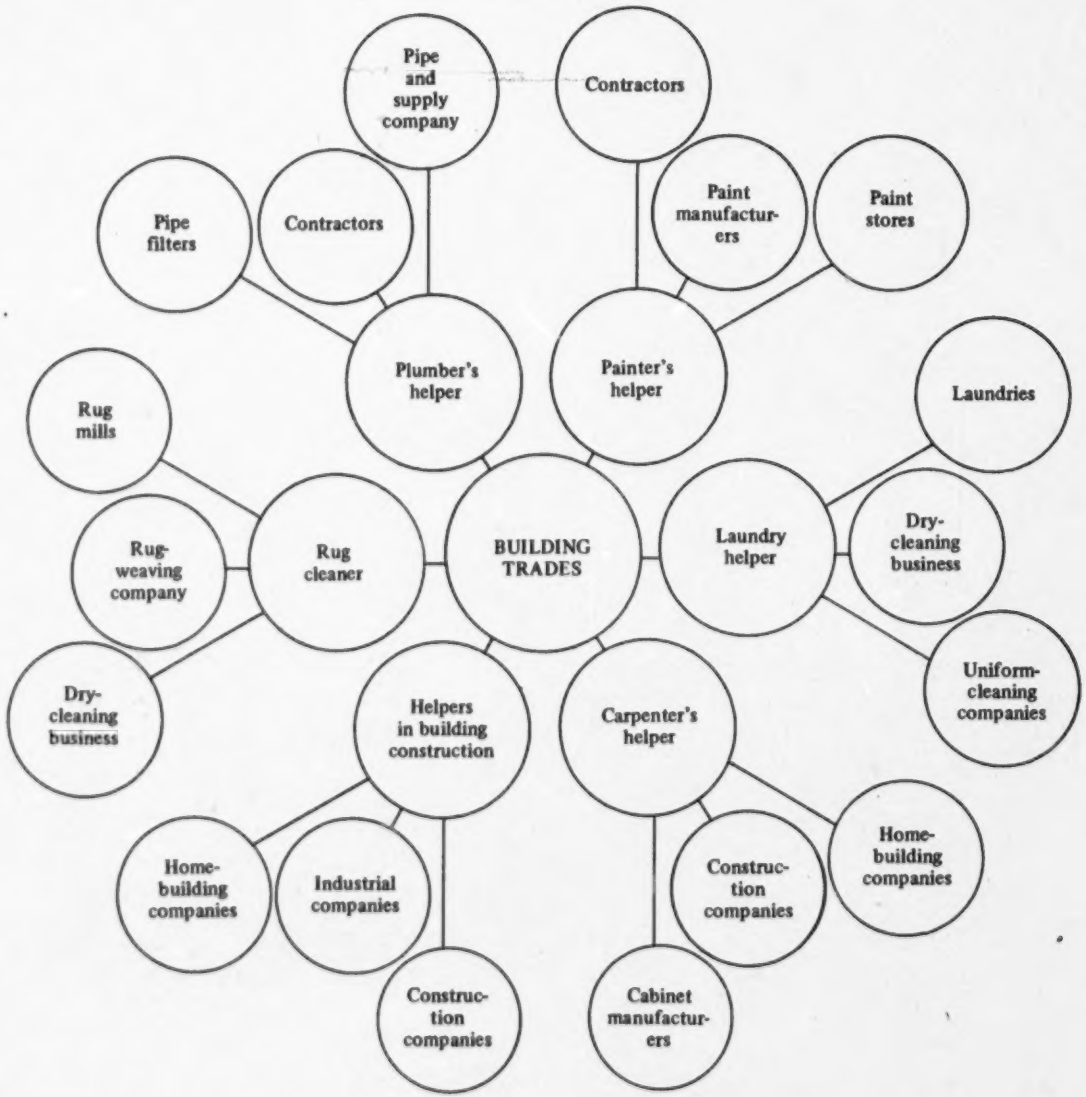


Skill Components for Carpenter's Helper

Skill Components for Painter's Helper

Skill Components for Rug Cleaner

Skill Components for Plumber's Helper



The End Goal: Community Jobs in Building Trades

The Occupational Area of AUTO SKILLS

Skill Components for Helper, Parking Garage

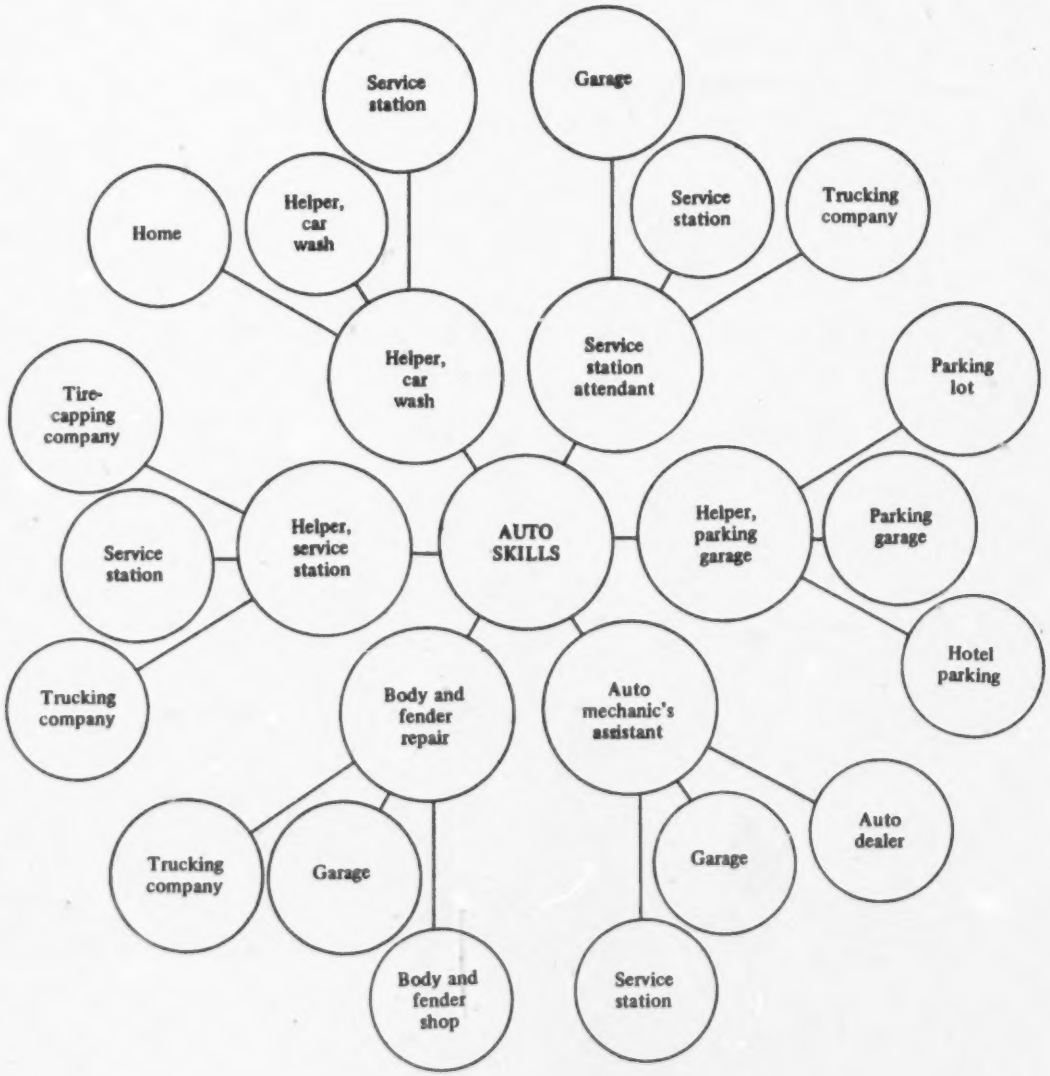
Skill Components for Helper, Service Station

Skill Components for Helper, Car Wash

Skill Components for Auto Mechanic's Assistant

Skill Components for Service Station Attendant

Skill Components for Body and Fender Repair



The End Goal: Community Jobs in Auto Skills

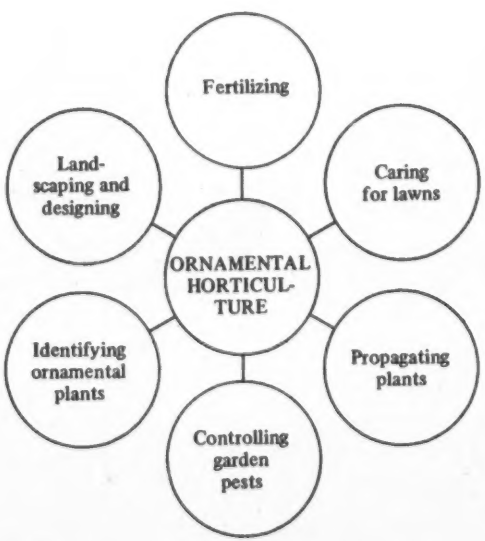
The Occupational Area of GARDENING AND NURSERY WORK

Skill Components for Gardener

Skill Components for Nursery Assistant

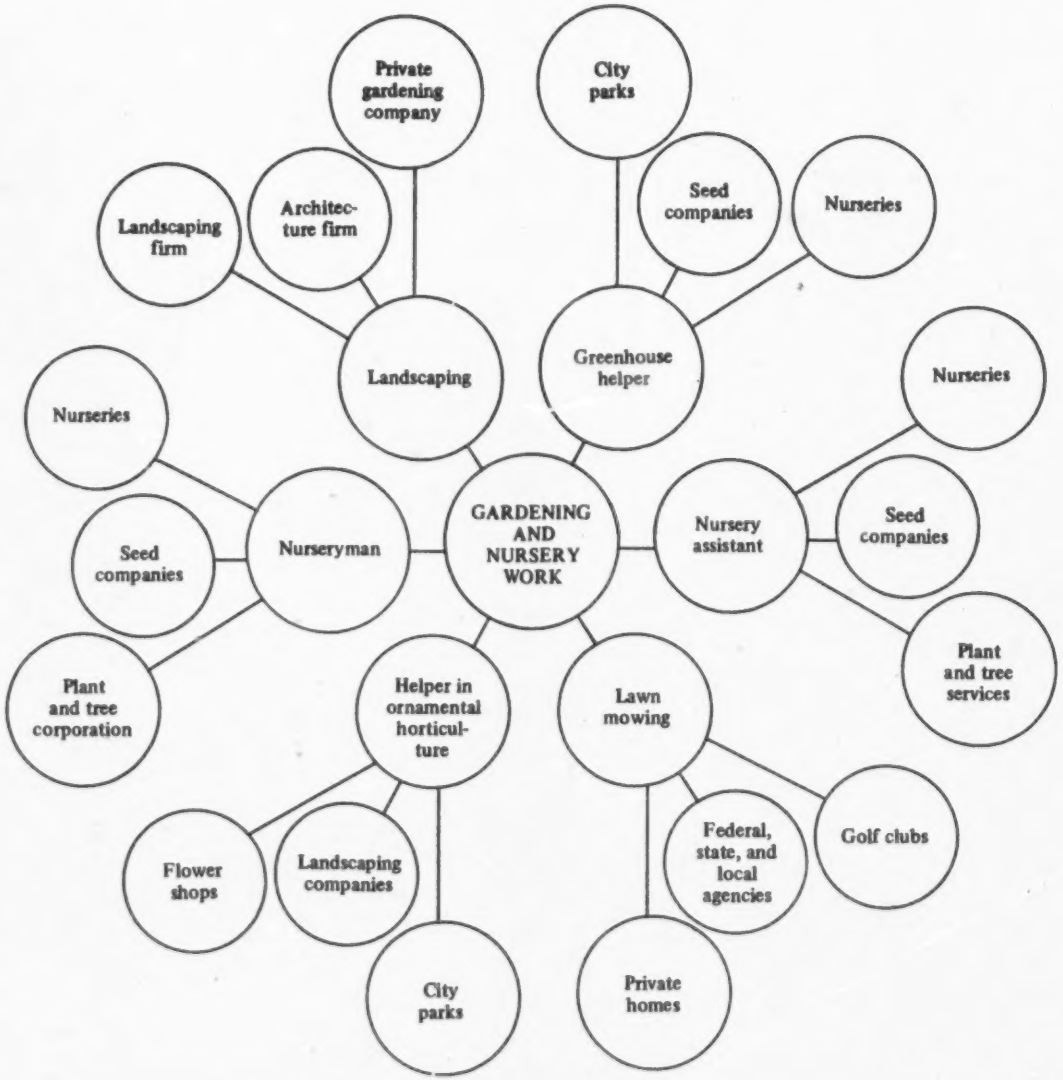
Skill Components for Landscaping

Skill Components for Nurseryman



Skill Components for Ornamental Horticulture

Skill Components for Working in Greenhouse Operations



The End Goal: Community Jobs in Gardening and Nursery Work

ATTACHMENT I

CHILD LABOR PROVISIONS

The following paragraphs, considered the most pertinent for the purposes of this manual, have been extracted from The Federal Wage and Hour Law, Child Labor Bulletin No. 101:

AGE STANDARDS

16 - Basic minimum Age For Employment

At 16 years of age, young people may be employed in any occupation other than an occupation declared hazardous by the Secretary of Labor. There are no other restrictions. Young people of this age may be employed during school hours, for any number of hours, and during any periods of time.

18 - Minimum Age for Employment in Occupations Declared Hazardous By the Secretary of Labor (See Exemptions below).

14 - Minimum Age For Specified Occupations Outside School Hours

Employment of 14- and 15-year-old youths is limited to certain occupations outside school hours only and under specified conditions of work as set forth in Child Labor Regulation No. 3 (cited below).

HAZARDOUS OCCUPATIONS ORDERS

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age are included in the seventeen Hazardous Occupations Orders listed below:

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
2. Occupations of motor-vehicle driver and helper.
3. Coal-mine occupations.
4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
5. Occupations involved in the operation of power-driven woodworking machines.
6. Occupations involving exposure to radioactive substances and to ionizing radiations.
7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

CHILD LABOR PROVISIONS (Continued)

8. Occupations involved in the operation of power-driven metal forming, punching, and shearing machines.

9. Occupation in connection with mining, other than coal.

10. Occupations in or about slaughtering and meat-packing establishments and rendering plants.

11. Occupations involved in the operation of certain power-driven bakery machines.

12. Occupations involved in the operation of certain power-driven paper product machines.

13. Occupations involved in the manufacture of brick, tile, and kindred products.

14. Occupations involved in the operation of circular saws, band saws, and guilloting shears.

15. Occupations involved in wrecking, demolition, and ship-breaking operations.

16. Occupations involved in roofing operations.

17. Occupations in excavation operations.

EXEMPTIONS

The above Hazardous Occupations Order, Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for apprentices and student learners provided they are employed under the following conditions:

Student Learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and such student-learner is employed under a written agreement which provides (a) that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; (b) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (c) that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (d) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

CHILD LABOR REGULATION NO. 3

Employment of 14- and 15-year-old minors is limited to certain occupations under conditions which do not interfere with their schooling, health, or well-being.

14- and 15-year-old minors may not be employed: *

1. During school hours.
2. Between 7 p.m. and 7 a.m.
3. More than 3 hours a day – on school days.
4. More than 18 hours a week – in school weeks.
5. More than 8 hours a day – on nonschool days.
6. More than 40 hours a week – in nonschool weeks.

Permitted Occupations for 14- and 15-year-old Minors in Retail, Food Service, and Gasoline Service Establishments

14- and 15-year-old minors may be employed in

1. Office and clerical work (including operation of office machines).
2. Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
3. Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
4. Bagging and carrying out customers' orders.
5. Errand and delivery work by foot, bicycle, and public transportation.
6. Clean up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but not including the use of power-driven mowers or cutters.
7. Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to, dish-washers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.
8. Work in connection with cars and trucks if confined to the following:
   Dispensing galoline and oil.
   Courtesy service.
   Car cleaning, washing, and polishing.
   Other occupations permitted by this section.
   But Not Including Work: Involving the use of pits, racks, or lifting apparatus or involving the inflation of any tire mounted on on a rim equipped with a removable retaining ring.
9. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing, and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

*Applicable to employment in a specific job; not necessarily in work-experience.

ATTACHMENT II

MANUAL OF OPERATING PROCEDURES
DIVISION OF VOCATIONAL REHABILITATION
1-1 and 1-2

SECTION I - PHILOSPHY AND SCOPE OF AGENCY PROGRAM

1. PHILOSOPHY

The basic philosophy of the New Mexico Vocational Rehabilitation Service is to provide services which cannot be secured from some other source, to physically and mentally disabled people of all types, of working age, in order to assist them to prepare for, remain in, or return to gainful employment suited to their individual needs. Such a philosophy recognizes that the Agency has responsibilities to the handicapped person, to society as a whole, and to the taxpayer who furnishes the financial support for the program.

In order to conform to the above philosophy and to discharge its responsibilities, the Agency is dedicated to the task of providing maximum services to the greatest number of eligible handicapped people, with a minimum expenditure of public funds, keeping in mind that all services must be provided within the framework of Federal and State Laws and limited by the amount of funds appropriated by Congress and the State Legislature.

2. OBJECTIVES

It is the objective of the State Agency to provide, to each individual, all the vocational rehabilitation services necessary to achieve the individual's rehabilitation.

3. SERVICES

"Vocational Rehabilitation Services" means any goods or services necessary to render a handicapped individual fit to engage in a gainful occupation or to evaluate his potentials for such employment, including:

a. Evaluation, including diagnostic and related services required for and the nature and scope of services to be provided;

b. Counseling and guidance;

c. Physical restoration services;

d. Training, including personal and vocational adjustment;

e. Training materials (including necessary training tools and fees);

f. Maintenance;

g. Placement;

h. Occupational tools, equipment, and initial stocks and supplies when indicated;

i. Transportation;

j. Occupational licenses;

k. Services to members of the handicapped individual's family when such services will contribute substantially to the rehabilitation of the handicapped individual;

l. Other goods and services necessary to render an eligible handicapped person able to engage in a gainful occupation and found by the diagnostic study to require such services.

ATTACHMENT III

VOCATIONAL EDUCATION DIVISION WORK STUDY PROGRAM

The purpose of the Vocational Work Study programs funded under the Vocational Education Amendment Act of 1968, Part H, is to provide meaningful work experience for students in need of the earnings from such employment to commence or continue his vocational education program. Work so performed will be adequately supervised and coordinated with selected instruction. Diversified occupational placements are limited to public agencies or non-profit institutions in the community.

Preference will be given to applications submitted by local educational agencies serving communities with high concentration of youth unemployment and school drop-outs. Local matching funds are required on an 80-20 matching basis.

Students participating in the program should be:

1. In need of earnings from such employment to commence or continue his or her vocational education program.
2. Enrolled in an approved vocational education class.
3. A full time student.
4. At least 15 years of age and less than 21 years of age at the age of commencement of employment.

Hours and Compensation -- Limitations

1. Maximum of 15 hours per week while classes in which student is enrolled are in session.
2. Maximum of $350.00 per academic year.
3. Consider Social Security provision if situation deems necessary.

For further information concerning student stipends, cooperative programs (private enterprises), transportation work skills centers contact:

State Supervisor
Special Needs
Division of Vocational Education
Capitol Building
Santa Fe, New Mexico 87501
827-2916

MINIMUM REQUIREMENTS

VOCATIONAL SPECIAL NEEDS PROGRAM FOR THE HANDICAPPED

10 Month Program

A. Occupational Awareness and Exploration

Industrial Arts Curriculum
Recommended Text: *World of Construction* or *World of Manufacturing*

B. Vocational Skills Training and Instruction

Classroom instruction concentrating on a minimum of *four* specific job clusters for men and *four* for women. Specific instruction and training offer the student an opportunity to acquire saleable skills in the occupational area of his choice and competency.
Recommended Text: *Vocational Instructional Material for Students with Special Needs*

C. Cooperative Work Experience Program

On the job training experience for preparation to take a job which is consistent with a student's knowledge, skills, and appropriate work attitude. The student should be able to demonstrate his ability on the job.

D. Vocational Related Academics

MINIMUM REQUIREMENTS

VOCATIONAL WORK SKILLS CENTER FOR THE HANDICAPPED

12 Month Program

Phases

1. Vocational Evaluation
2. Vocational Training
3. Job Trial - work experience
4. Job Placement

A. Personal Communication and Social Skills — **Min. Hrs.**

Group sessions concentrating on interpersonal skills and introduction to the world of work. Acquaint students with what employers expect employees to be and what society expects of individuals. — 1½

Recommended Text: Vocational Instructional Material for students with Special Needs

B. Pre-Vocational Evaluation — **Min. Hrs.**

This program will enable the students to explore the job opportunities in which he may be interested through sub-contract work. — 2½

A program of this type involves:

a. exploration of skills
b. basic work skills development and training
c. work attitude development as it pertains to employability
d. assessment of interest and ability

C. Vocational Skills Training — **Min. Hrs.**

Specific instruction and training offering the student an opportunity to acquire saleable skills in the occupational area of his choice and competency. — 2

Recommended Text: Vocational Instructional Materials for students with Special Needs

D. Cooperative Work Experience Program — **Min. Hrs.**

On the job training experience for preparation to take a job which is consistent with a student's knowledge, skills, and appropriate work attitude. The student should be able to demonstrate his ability on the job. — 1

ATTACHMENT IV

PARENT PERMISSION SLIP

Prior to placement in this program parent or guardian permission must be granted; therefore, I request that my child _____ be placed in the Special Education Work-Study Program.

_____
Parent or Guardian's Signature

_____
Date

_____ _____ _____
Student's Full Name Age Date of Birth

_____ _____
School Grade

ATTACHMENT V

PARENT PERMISSION SLIP

Date: _____

We, the parent(s) of _____ who is enrolled in the Special Job Training Class of the _____ High School, request and give our complete permission for the placement of _____ in the _____ (firm - address) _____ in the training of _____ (nature of job) _____. We understand that he will be at this assignment during the hours of _____ on Mon., Tues., Wed., Thurs., Fri., for a period of _____ weeks, beginning _____ and ending _____.

We understand that our child will receive only school credit from this curriculum as compensation for his training at this firm. We desire this job training and release all persons, corporations, and the school system of _____ from any obligations or liabilities which may arise as a result of his/her placement in this training experience.

Parent _____
or
Guardian _____

ATTACHMENT VI

SPECIAL JOB TRAINING PROGRESS REPORT

Employee _____ Date _____

Firm Name _____ Address _____ Phone _____

Employee - Teacher _____

	Always	Usually	Sometime	Seldom	Never
Does he follow directions?					
Does he accept constructive criticism?					
Does he sustain routine?					
Does he get along with co-workers?					
Does he see things to be done?					
Does he like his work?					
Does he dress appropriately for the job?					
Does he come to work every day?					
Does he get to work on time?					
Is he a steady worker?					
Can he work by himself?					
Does he take care of tools and other equipment (which he works with)?					
Is he neat and clean when this is required of the job?					
Does he do his share of work?					
Does he observe the rules of the company regarding smoking, eating on the job, and etc.?					
Does he observe the safety rules and regulations?					
Is he courteous?					
Are you satisfied with worker's progress?					
Can he do his regular job?					
Is the quality of his work satisfactory?					
What is your impression of this worker and the nature of his work?					

Signed _____

(Further comments may be made on the back of this sheet.)

ATTACHMENT VII

STUDENT PROFILE

I. **SCREENING INFORMATION:**

STUDENT'S NAME _____ SOC. SEC. _____

ADDRESS _____ PH. NO. _____

SEX _____ RACE _____ DOB _____ HIGHEST GRADE COMPLETED _____

PRIMARY DISABILITY _____ SECONDARY DISABILITY _____

MEDICATION _____ DOSAGE _____

PSYCHOLOGICAL EVALUATION (NAME OF TEST, DATE, PLACE, EVALUATION) _____

_____

_____

READING LEVEL (NAME OF TEST, DATE) _____

_____

ARITHMETIC LEVEL (NAME OF TEST, DATE) _____

_____

SPELLING LEVEL (NAME OF TEST, DATE) _____

_____

GENERAL MEDICAL FINDINGS AND RECOMMENDATION (DATE AND DOCTOR) _____

_____

_____

_____

SPECIALIST FINDINGS AND RECOMMENDATIONS (DATE AND DOCTOR) _____

_____

_____

_____

_____

_____

HOME VISIT SUMMARY _____

II. STUDENT EVALUATION FOR PLANNING:

TEST ADMINISTERED, SCORES, DATE, EVALUATION: _____

APTITUDE TESTING (NAME AND DATE OF TEST WITH RESULTS) _____

INTEREST INVENTORY (NAME AND DATE OF TEST WITH RESULTS.) _____

COUNSELING (SUMMARY OF PERTINENT INFORMATION) _____

III. VOCATIONAL EXPLORATION AND WORK EVALUATION OF STUDENT THROUGH SHOP OR SELECTED JOB SITES:

ACTIVITY	DATES FROM – TO	RESULTS

IV. STUDENT'S VOCATIONAL PLAN: (DATE, TRAINING OR O.J.T. SITE, TYPE OF TRAINING, ESTIMATE OF TIME, AND PROGRESS REPORTS)

V. JOB PLACEMENT AND FOLLOW-UP INFORMATION:

APPENDIX

BILINGUAL/BICULTURAL PROGRAM MODELS, TESTS AND TECHNIQUES

Prepared by Viola Sierra,
Bilingual Consultant,
Albuquerque Public Schools

Since language plays a crucial role in the child's learning, the child's facility in language may affect to a great extent his acquisition of knowledge. The child's mother tongue is not only an essential part of his sense of identity, it is also his best instrument for learning, especially in the early stages. Differences between the first and second languages need to be understood if learning through them is to be sequenced effectively. Lack of understanding of the role that language interference, the use of a non-standard dialect, as well as the way in which the culture is reflected in the native language of the child can reduce the effectiveness of any educational program.

Certain factors must be taken into consideration in determining the type of bilingual program to be implemented. The objectives of the program must be considered as well as the degree of competency in either language the child brings with him and the type of community or geographical area involved.

1. Informal model

   Informal unplanned usage of the child's native language in the classroom. The use of the child's native language is neither encouraged nor discouraged. Usually used as a means of easing the child's adjustment to the new school environment.

2. Supplementary model

   Only a small percentage of the total instructional day is allotted for the instruction in the second language. The primary goals are to continue the oral native language development as well as providing the pupil with some reading and writing skills in the native language.

3. Transition Model (T) – Acculturation

   The use of the native language is used mainly as a bridge to the language of instruction. There are many variations of this model, the difference being in the manner and time in which native language instruction is phased out.

4. Two-Way Model

Instruction in content areas is given in two languages.

a. Dual Medium Differential Model (DDM)

The two languages are maintained for different purposes according to the cultures. For example, culture based subjects such as art, music, social studies and literature are taught in the pupils' dominant language, while the more traditional academic subjects are taught in the language of the dominant culture.

b. Dual Medium Equal Maintenance (DEM)

Equal time and treatment are given to the two languages with complete integration of children from both the dominant and minority culture.

BIBLIOGRAPHY

Mackey, William F. "A Typology of Bilingual Education." In Theodore Anderson and Mildred Boyer, **Bilingual Education in the United States**, Austin: Southwest Educational Development Laboratory, Vol. II, 1970.

Valencia, Atilano. **Bilingual/Bicultural Education: A Perspective Model in Multicultural America.** Albuquerque: Southwestern Cooperative Educational Laboratory, 1969.

II. Language Assessment

Very often intelligence and achievement tests give distorted results when used with a child lacking full command of the English language or familiarity with the dominant culture. At the same time these tests fail to draw out the strengths and abilities which these children may possess from their own range of experiences. In many cases non-native English speakers are placed in EMH classes because of a failure to recognize the reason for their low score on such tests. Therefore, some type of assessment should be made of the child's language abilities.

BIBLIOGRAPHY

Cervenka, Edward. "The Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting: The Development of Instruments." **Final Report on Head Start Evaluation and Research**. Austin: University of Texas, 1967.

Ervin, Susan. "Semantic Shift in Bilingualism," **American Journal of Psychology**, 74, 1961.

Fishman, Joshua. **Bilingualism in the Barrio**. Washington, D.C.: U.S. Department of Health Education and Welfare, 1968.

TEST PUBLISHERS

Chicago Non-Verbal Examination. The Psychological Corporation, 304 E. 45th Street, New York, New York, 10017.

Inter-American Tests of Reading and General Ability (Pruebas de Lectura, Pruebas de habilidad general). Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752.

Short Test of Educational Ability (STEA) (Examen breve para demostras habilidad educativa). Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611.

Tests of General Ability (TOGA). Same address as above.

III. Methods and Techniques

A. Language development and reading in English and Spanish

There is a widely held misconception regarding Spanish speaking children in the Southwest. This is the belief that these children lack proficiency in either language, Spanish or English, and are, therefore, nonlingual. This belief is reinforced for many teachers by their observation of pupils who are inarticulate and unresponsive in the classroom and who appear not to understand what appears to be simple, clear language by the teacher. In reality, the child possesses a language that is rich in idiom and effectiveness in communicating but which can be characterized as a divergent form of speech. Children have concepts that they can express in their own dialect but they find that this is not the language of the classroom or of the basal reader.

Therefore, in working with the large numbers of children with divergent language, the approach should be not rejection of this language but expansion outward from their dialect and progressing to the expanded language of the general culture.

Various methods of teaching language have been suggested and tried at all levels of instruction and with varying degrees of success. Basically, these can be described as a structured and a non-structured approach, with a variety of techniques developing from each. It should also be noted that these approaches are equally effective in teaching children a second language, be it English or Spanish, and also to extend the language that the child already possesses.

1. Structured approaches

a. ESL – The teaching of English as a second language centers around the audio-lingual method. This method utilizes oral drills of basic conversational sentences. The immediate goals of this type of second language instruction are to have the children be able to discriminate and produce the distinctive sounds of the target language in the context of words, to interpret and produce its basic sentence patterns and to use an adequate vocabulary.

Minimal-pair drills – This type of drill can be utilized to help learners discriminate phonemes that are not used in their native language and to help them see that using the wrong phoneme will change the word meaning.

bit	beat	lack	luck
dip	deep	dock	duck
ship	sheep	long	lung
		hot	hut
chair	share	mash	match
choose	shoes	dish	ditch
chip	ship	wash	watch

The teacher models the minimal pairs, illustrated with pictures of actions and has the children repeat them. It is important that the children know the meaning of the words used in the drills. The drills should be based on the features of the language that the teacher has observed as being troublesome for the children.

A variation of the minimal pair drill is to say the pairs of words and ask the child if they are the same or different.

cheap	sheep
chair	share
chip	ship

Repetition drill – This is the first and basic step in any oral practice. It is used to present new vocabulary, to establish accurate pronunciation and intonation and to teach the syntactical structure of the language. A typical lesson would be presented in the following way:

Hold up pictures of an airplane, bunny, hat, kitten, etc., and say with each–

This is a _____.

As each sentence is modeled, the teacher must remember to use a natural tone of voice and to not give an unnatural emphasis to any part of the sentence.

The children repeat in a group, then in smaller groups, and finally, individually to allow teacher to check on each child's performance.

Substitution drills – These are exercises in which a word is replaced by another word of the same grammatical class. In the following examples, the teacher models, "John's at home." The class repeats, small groups and then individuals. Then the teacher says only the word "Dick" and the class repeats, "Dick's at home," etc.

Teacher	Student
John's at home	
Dick	Dick's at home
He	He's at home
Sue	Sue's at home
She	She's at home

Transformation drills – In this type of drill there is a change from word order, as from statement to question, the verb is changed to a noun, positive to negative statements, active to passive voice, kernel sentences into one sentence, etc.

Examples:

John's at home	Is John at home
John works	John is a worker
Dick's in school	Dick isn't in school
Mary's home, she's helping my mother	Mary's home and she's helping my mother
The boy was lost, he was wearing a blue shirt	The boy who was wearing a blue shirt was lost

In the primary and intermediate grades oral language drill may be used as preparation for the reading lesson. By basing the drill on sentences to be read later, one may expect more fluent reading, with less tendency toward mere

word calling; and as a result, increased comprehension.

The teacher, in planning the reading lesson, will select sentences for oral drill with the needs of her own particular group in mind.

b. Basal readers

Many times a Spanish speaking child demonstrates enough functional knowledge of English to communicate in the classroom. This leads to the mistaken belief that the child has sufficient mastery of the language to cope successfully with the expanded language used in basal readers and other textbooks. As has been noted in several studies, the traditional textbooks used in the classrooms contain a heavy load of figurative language, multiple meaning words and complicated sentence structures. Examples of this type of language are:

Jack was so surprised he stopped dead in his tracks.
She stood at the river bank.
The plane made a slow bank away from the mountains.
I wouldn't bank on it if I were you.
She took all her pennies out of the piggy bank.

Thus, a child with limited mastery of this aspect of language tends to interpret it on a literal word by word basis. He becomes confused and unable to read with comprehension, falling further and further behind as he is forced into textbooks with increasingly more complex language.

Teachers can assist second language learners in overcoming this difficulty by previewing lessons to be presented to the children, being alert to special aspects of the language which might prove troublesome. The teacher can then devise activities which will clarify these items before the reading lesson is presented. Suggested activities include drawing, illustrations depicting both the literal and idiomatic meanings of the phrases using either an opaque or overhead projector for class viewing, use of the language master matching the expression with its figurative interpretation and dramatizations.

2. Non-structured approaches

This is a more indirect approach to teaching language and reading in which an environment is created that will encourage children to stretch their language to the limits, to express their reaction to experiences and to interact with each other. In so doing, communicative needs occur that they cannot meet which stimulates them to reach for more language. As a result, they will be self motivated to expand their language.

Experience approach – The learning environment is created both by the teacher's interaction with the learner and by the physical arrangement of the classroom. This type of orientation is usually associated with the experience approach to teaching.

In a language experience program, the development of the language arts skills are built around the experience that the child brings with him as well as those provided by the teacher in the classroom. There is confusion in the minds of many who tend to associate the experience approach with field trips. This is but one small aspect of teaching through language experience. The total picture is one in which the teacher capitalizes on activities which motivate and capture the child's interest, using these opportunities to model language and expand and elaborate on the child's language. This is done through allowing the child to share and discuss experiences, to dictate stories which the teacher writes down, to make books and to read or be read to, books developed by other children, plus a variety of other experiences.

Interest centers – The use of interest or learning centers is an important, though not an essential, component of the experience approach to teaching. The concept of the interest center is much more than the rock or shell collection which goes under the guise of an interest center. This is largely ignored by the children and serves mainly as a dust collector as it remains undisturbed throughout the school year. The interest centers should take advantage of the varied interests of the children, stimulate further exploration and provide for introduction of new concepts as well as extending learning in the subject areas. It also serves as a means of generating language in the children and motivating them to communicate orally as well as in a written form. For example, at any given time, a math center might include: many types of measuring devices– cups, spoons, rulers, tapes, scales, empty pint and quart bottles, stop watch, number games (both commercial and class-made), dominoes.

Manipulative devices – blocks, sticks, counters, geometric blocks, abacus, beads, magnetic board. Other types of centers are a writing center, the play house center, listening center, arts and crafts center.

Both the structured and non-structured approaches have their advocates as well as their detractors. A teacher should use an ecletic approach, selecting from each and combining these in a form that will meet the needs of the children with whom she is working.

BIBLIOGRAPHY

Bumpass, Faye. **Teaching Young Students English as a Foreign Language.** New York: American Book Company, 1963.

Kane, John and Kirkland, Mary. **Contemporary Spoken English.** New York: Thomas Crowell Company, 1967.

Lee, Dorris M. and Alden, R. V. **Learning to Read Through Experience.** New York: Meredith Corporation, 1963.

Smith, E. Brooks et al. **Language and Thinking in the Elementary School.** New York: Holt, Rinehart and Winston, 1970.

Voight, Ralph C. **Invitation to Learning: The Learning Center Handbook.** Washington, D.C.: Acropolis Books Ltd., 1971.

Zintz, Miles. **The Reading Process.** Dubuque: William C. Brown, Publishers, 1970.

IV. Materials (English and Spanish)

A. Existing materials for bilingual children

There is an abundance of Spanish language materials being produced in Mexico, Spain and the Latin American countries, however, these are generally not suitable for use in bilingual education programs. Because the culture, language and total environment of these countries are reflected in these textbooks, they are just as irrelevant to bilingual children from this country, particularly the Southwest, as are the traditional middle-class oriented English books produced here.

The most widely used textbooks in Spanish in bilingual programs are those which have been developed in this country.

Laidlaw Brothers – These books are available in the subject areas of math, social studies, health and music and games.

D. C. Heath – Parallel Science Series -- These are published in both English and Spanish. These texts are available for the first four grade levels.

The Miami Linguistic Readers – One of the most widely used series for instructing Spanish speaking children in English as a second language. It is a comprehensive program which includes all the language arts: speaking, reading and spelling.

B. Adapting and relating existing materials for bilingual children

Although, as was noted above, some materials have been developed in this country for use in bilingual programs, the same

problems are posed as in the foreign-produced materials. These texts are written in a standard dialect which may be just as foreign to the child who speaks in a divergent dialect as any other textbook using another language. For this reason, it is necessary to adapt currently existing materials to fit the language environment and special needs of the program.

Such English language materials as teh Roach Van Allen Language Experiences series lend themselves easily to adaptation and can be presented in the dialect of the child.

The Distar series in reading can be used in combination with the Language Experience approach with very effective results. Distar uses the method of direct instruction in teaching the basic decoding skills. The same techniques used in teaching reading in the Distar series can be used for instructing in reading in Spanish.

Other materials which can be used very effectively in working with bilingual children are the Goldstein Life Experience materials. Since these materials are based on those situations which children are expected to meet in their everyday experiences, they are even more meaningful to the children when presented in the dialect of their own language.

C. Developing new materials

1. Language Experience Readers

Many teachers are developing their own materials both in the English and Spanish dialects of the children. In addition to the benefits of instructing the child in books written in his dialect, these books have the added advantage of providing the child with his own book which he can take home. These serve to highly motivate the child to read as well as to enhance his self-concept.

Books can be developed in any subject which interests the child. Some examples are shape books, color books, books developed on walks, trips, activities in the classroom, classbooks, directories, etc.

2. Films, slides, flannel board, games

Films can be used to develop a child's oral language. These can be used in a variety of ways. For example, a film can be shown first in its original form, then with the volume set low, and have the children supply the narration in either language, or a film can be shown and stopped at its most climactic moment. The children can then write a story or illustrate how they think the story ended. When the completed version is shown, children can then compare their version and discuss which ending is most satisfying to them. This is only one means of generating and motivating written and oral language.

Slides can also be used in the same manner with children providing captions for each frame.

Teacher developed games can be used to teach both English and Spanish language skills. Many inexpensive commercial games can be easily changed to teach Spanish vocabulary or reading. Card games can also be used in this manner.

The language master is a very useful devise for teaching vocabulary, the phonemic elements of a language, for modeling sentences and at the same time allowing the child to see the written symbol, for self-correcting lessons, and a variety of other activities.

BIBLIOGRAPHY

D. C. Heath and Company
5111 Lackawanna Street
Dallas, Texas 75247

Distar
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Goldstein Social Learnings Curriculum

Laidlaw Brothers
A Division of Doubleday
Thatcher and Madison Streets
River Frost, Illinois 60305

Language Experiences in Reading
Encyclopedia Britannica Press
425 North Michigan Avenue
Chicago, Illinois

PLANNING THE CURRICULUM FOR THE EMH IN TERMS OF THE LIFE EXPERIENCE APPROACH

(Unit Planning and/or Long Range Planning)

I. Evaluation in terms of selection of Major Content

A. Are there prescribed units, a unit in progress, or other administratively determined units? – (Is there a curriculum guide which suggests unit topics to be covered on a particular level in a set sequence? How much flexibility is permitted?)

B. What units have been undertaken with this particular group of children?

C. *What do these children know in terms of past experiences, units and general academics?* (This implies examination of cumulative records regarding academic progress and diagnostic testing *and careful observation of children's behavior in different learning situations.*

D. *What do these children need to know?* What content material will build upon what they already know, at the same time providing maximum utility for present and future everyday life? (In terms of knowledge and academic skills)

E. What are these children interested in? What do they talk about in informal situations? What questions do they ask? (See Life Experience Interview)

II. Social and Physical Considerations

A. What can a unit or a particular individual do to develop behavioral, attitudinal and social skills with these particular children? *What skills do they have?* (Largely evaluated through observation and plotted for individuals and the group)

B. What physical characteristics do these children exhibit which might have bearing on unit selection? *What sensory deficits are apparent from cumulative and observational data?*

C. *What is the expressive language level of these children?* What words do they appear to understand? What words do they recognize in print? (This forms the basis for "known words" when writing daily plans.) What words can they write? (Examination of written "story" of etc.)

III. Feasibility – When a Tentative Unit Topic is selected, the following criteria are applied:

A. How much time do I have? Can this study be undertaken in this amount of time? – Is it too broad? – not broad enough? Flexible enough to accommodate unanticipated preliminary skill building or lack of experiential background?

B. What resources are available? (Or unavailable) Can pertinent reading materials on the children's reading levels be obtained? What multi-media is available? *(Again on their levels)* Resource persons, films, filmstrips, models, field trips? Pictures? etc. . .

C. Is this unit economical in terms of the time it will require? Does it lend itself to integrating other core areas? Will these integrated areas really enhance one another, or is the integration likely to be too contrived? How many of the major deficits of the class (as determined through previously mentioned unit selection criteria) may be treated through this unit? – language deficits, sensory deficits, skill deficits, social and motor deficits, and experiential deficits.

READING AND THE LIFE EXPERIENCE APPROACH

I. Whole Group Activities:
   - A. Planning the unit
   - B. Summarizing Unit Concepts
   - C. Class stories
   - D. Invitations and Thank You notes
   - E. Duties and Rules charts

II. Small Group Activities:
   - A. Homogeneous Groups (formed for the express purpose of teaching reading skills):
     1. Construction of Chart (based on unit experience, an object or experience shared by a group member, a seasonal topic, and/or the like – procedure follows that of developing class charts.
     2. Reading of Chart:
        - a. reading individual contributions
        - b. reading entire chart
        - c. specific language skills in relation to linguistic elements present in completed chart, phonemes of greatest use, vocabulary enrichment (including synonyms), speech development, phonetic and structural analysis skills. This is largely evaluative in nature. The teacher plans the following day's developmental lesson from this. This preparation includes duplicating the story for the cumulative readers and in larger print, for the word banks.

3. Rereading of cumulative readers – with emphasis on language skills treated above.
    a. addition to word banks
    b. explanation of seatwork involving:
        1. reconstruction of story from word banks
        2. creative writing using word banks
        3. illustration for stories

B. Hetrogeneous Groups (formed for the purpose of locating information for the life experience unit and developing related study skills):
    1. The group is given direction in the form of leading questions which are formulated:
        a. by the class
        b. by the teacher
    2. The group is presented with a quantity of materials for reference.
        a. trade books on the various reading levels of the group
        b. magazines, pictures and other non-verbal resources
    3. Direction for finding information, notations, drafting reports, oral and written presentations and visual aids is constantly provided.
    4. Presentation of group reports to the class
    5. Evaluation

III. Individual Activities

Following the format for either A or B above, the pupils may engage in individualized reading instruction, and/or individual report presentation.

NONCONSUMABLE SEATWORK

One way to reduce the after hours load of the teacher, provide variety, and allow for the special problems of certain children is to use non-consumable seatwork part of the time, rather than use an inevitable daily food of pencil and paper work. Following are some suggestions:

1. **Puzzles and Formboards**: May be used to develop a sense of spatial relationships or an awareness of color or form, or for other purposes according to the type of puzzle.

2. **Groups of pictures to categorize**: These tasks can be any level of complexity. Easiest: Into which of two predetermined categories does each picture go? Harder: What categories can you think of that will fit all pictures? Hardest: How many different ways can you group these pictures? (In the last, have child write the name of each category and list what goes into it, to allow checking, since he can't lay the pictures out in a number of ways simultaneously.)

3. **Picture matching**: Have two sets of identical pictures, e.g., all birds but only two of each variety, to match.

4. **Concept cards:** Nonidentical pictures to match, as a loaf of bread and a slice of bread, a cut apple and apples on a tree. More difficult are a pocket watch and a wheel which match because both fit the concept of *SOMETHING ROUND.*

5. **Pictures matched with word cards:** Match pictures with sentences describing them, or assemble sentences about the picture from separate word cards.

6. **Plastic placed over worksheet:** Place a large piece of heavy plastic over a worksheet and have the child mark answers on the plastic with a grease pencil. Connecting dots, solving mazes and choosing the right word to fit the sentence are exercises which are easy to handle this way.

7. **Stencils:** Tracing stencils or templates requires coordination between the two hands and a certain amount of planning to keep those two hands out of each other's way.

8. **Alphabet cards:** These may be placed in order, or used to spell words such as names of pictured objects or words from the reader.

9. **Number cards:** Place in order by 1's, 2's, 5's, etc. Use number cards for answers to number fact cards. This is especially good when poor coordination may make a child commit errors just because handling a pencil is too difficult.

10. **Counting cards:** Have the number symbol on one side and a picture with that many objects to count on the other side. Children may start on either side and check it against the reverse.

11. **Configuartion card puzzles:** These may be made up for beginners with poor visual discrimination or those unaware of configuration cues as relevant.

12. **Stamp sets:** The child can use these for variety in matching pictures and words.

13. **Peg boards and tinker toys:** Assign peg boards (easy) or tinker toys (difficult) to reproduce a pattern or construction made by the teacher. Success requires counting, planning and awareness of spatial relationships.

14. **Word cards:** Sort word cards, putting together all those alike. The teacher could provide six to eight copies each of very similar words, such as *over, oven, omen, onto, unto;* or *come, came, comb, cord, card.*

15. **Grouping pictures:** Pictures may be grouped, putting together all those whose names start with a given sound, those which end with a given sound, or those which simply contain it.

Laura J. Jordan. "Classroom Techniques," **Education and Training of the Mentally Retarded.** Vol. 3, April, 1968, pp. 90-93.

SOCIAL LEARNING CURRICULUM

The Social Learnings Curriculum as developed by Dr. Herbert Goldstein at the Curriculum, Research and Development Center, Yeshiva University, as an important component to a total EMH Curriculum. The Social Learnings Curriculum encompasses all academic and non-academic areas except basal reading and math. The curriculum stresses problem solving or the life experience approach to teaching.

1. Essentially, the two pervasive characteristics necessary for social competence in a society such as ours are the abilities to think critically and to act independently. We present to the maturing individual no clear-cut criteria or lower limits for these characteristics. Irrespective of his physical or mental status, it is expected that the individual "read" his environment, recognize the criteria for social adjustment and then perform in such a way that he does not attract the disapproval awaiting those who in some way threaten the equilibrium. To put it another way, we leave it to him to weigh the facts and their implications for conclusions (think critically) and then to invoke a strategy for acting on these facts (act independently). If the individual perceptions of the facts are consistently accurate, and if his actions and strategies are in harmony with the world around him, he is, more likely than not, well assimilated in society.

2. By placing an educable mentally retarded child in a special class, we are virtually predicting that the probability of his becoming assimilated socially when he reaches maturity is small *unless* some kind of early intervention is applied. In the case of educational intervention, the assumption is made that the child's experiences in the classroom will lead to a level of critical thinking and independent action that will be consonant with the demand of his environment at maturity. By any means of evaluation, we are still far from perfect in our intervention. Some educable mentally retarded youngsters with long careers in special classes have disappeared into society, while others became *notorious failures* in one or more aspects of adjustment. At the other extreme, there are youngsters who have never been in a special class who leave school–some to disappear into society, others to become *notorious failures.*

3. In the final analysis, it seems that it really doesn't matter whether the mature retardate manifests one area of inadequacy or five. Studies show that if he becomes occupationally immobilized, there is a good chance that his entire adjustment pattern will crumble.

4. Taking into account the essentials for socio-occupational competence, the histories of mature retardates and the implications of these on educational programs for the retarded, one could say that the goal of educational programs for children is to evolve mature individuals who can think critically and act independently to such an extent that they are socially and occupationally competent.

5. The major focus for this goal is a curriculum that encompasses those social-occupational concepts, facts and behaviors that are consonant with social adaptation during maturation and at maturity. This is not to say that existing curriculums disregard factors in social-occupational growth. On the contrary, many do incorporate these concepts someplace in the curriculum. To achieve the goals of education for the educable mentally retarded, however, factors in socio-occupationsl competence need to

*1, 2, 3, 4, 5 – Social Learning Curriculum, Yeshiva University, N.Y., N.Y., H. Goldstein

constitute the central thrust learnings. We call this style of organization the Social Learning Curriculum.

In goals so broadly stated, the end necessarily invokes many related means. Some of these have been looked upon traditionally as ends in themselves.

The Social Learnings Curriculum is categorized into teaching-learning blocks that comprise the following need areas:

Social (adequacy, interaction, dependence, posessions)

Psychological (variation, self-respect, emotional stability, mastery, self-expression)

Physical (sensory stimulation, identification, physical maintenance)

If a teacher participates in the use of the Social Learnings Curriculum the following procedures are used:

1. Students' knowledge of each phase and/or function are pre- and post- tested. This enables each teacher to make specific additions and modifications.

2. Each phase or function contains overall objectives, materials, preparation, teacher information and teacher actions.

3. The Social Learning Curriculum allows for effective, easy tie-in of correlated subject areas.

4. The Curriculum, Research and Development Center asks that teachers evaluate experiences or activities as to their appropriateness for a specific class. The evaluations are computerized at the Curriculum, Research and Development to allow modifications of the Curriculum before the final published form.

5. Student data forms are used to establish class and geographical profiles throughout the country.

The Albuquerque Public Schools have participated for three years in the use of the Primary Level Social Learnings Curriculum field testing the Intermediate Level of the Social Learnings Curriculum.

The Social Learnings Curriculum appears to provide a comprehensive approach to teaching EMH students to "think critically and act independently." Problem solving of daily experiences is keynoted.

FAIL-SAVE CONTINUUM

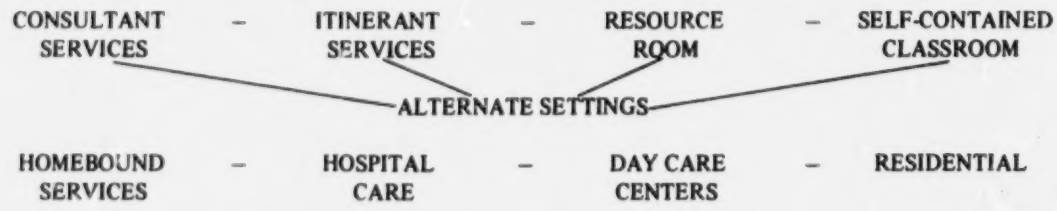
A Child Service Demonstration Program
P.L. 91-230 – Title VI, Part G
Dr. Gary Adamson, Ph. D. – University of New Mexico

PHILOSOPHY

To state that one type of educational program is appropriate for children with learning disabilities–or any exceptional child–is a falsehood.

In order to provide an effective and efficient program for children, regardless of the type of educational handicap, a continuum of services is necessary. The type of services most relevant to the individual must take into consideration the degree of severity of the handicap, the child's emotional and physical ability to adjust in the educational setting, and the parents' perception and ability to adjust to the problem –to name a few.

The following represents an ideal continuum of services that should be available to all children. It should be noted that each therapeutic



process of each must complement and support each other. There must also be a built in design to move a child along the continuum, dependent upon his progress.

PROJECT DESIGN

The project is designed to provide a model educational program for children with learning disabilities in rural and urban school districts in New Mexico. In accordance with the Fail-Save operational model, future services are planned for children in any category of exceptionality. The "Fail" represents the system's failure to meet all children's needs. The "Save" represents the adaptation of the system to the child's individual needs.

There are several phases in the Fail-Save Continuum which involve predetermined instructional time limits. The main objective in each phase is to emphasize educational strategies, remediation and adjustment that will allow the child to function adequately in or near as possible to the regular classroom situation.

Continual evaluation takes place throughout every phase of the model. At any time, in any phase, a decision can be made to move the child along the continuum to accommodate the progress which he has demonstrated. However, before a child can be moved to a more intensive program, or recycled in the same phase, he must remain in that phase for the predetermined period of time.

PHASES I-V

PHASE I — This phase utilizes a methods and materials consultant/teacher. During this time, the methods and materials consultant observes the child in the regular classroom, does an evaluation to identify the child's skills and deficits, and provides an educational plan with the proper methods and materials to be implemented in the regular classroom.

PHASE II — This phase utilizes the Resource Room concept in which the child spends part of the day in the Resource Room where more intensive intervention by a specially trained teacher is available. The child is still in the regular class part of the day where contact is continued by the methods and materials consultant.

PHASE III — This phase utilizes the special class/resource room where more intensive service is provided. There is also continued involvement with a methods and materials consultant, regular classroom teacher and the parents.

PHASE IV — This phase involves special class placement. If the other phases have not been successful in providing remediation to the point that the child can be "saved" or returned to a higher phase, then special class placement is provided.

PHASE V — This is an alternate phase or programming outside of the regular school system. This recommendation can be made at any time and includes such settings as homebound, day care, hospital or residential treatment.

DECISION MAKING ALTERNATIVES

ONE

The system has adapted an appropriate learning situation where it appears the child has been "saved." Therefore, he is moved to the regular classroom or one or more phases closer to that eventual goal.

TWO

The system has not provided an adequate situation for the child and it has "failed." However, the child has been making some gains and the decision is to recycle in the same phase another time.

THREE

The system is not adequate to meet the needs of that individual child. Consequently, the decision is that the child should be moved downward one phase and provided a more intense program.

Any decision, either during a phase or at the end of a phase, must involve the regular classroom teacher, methods and materials consultant, Resource Room teacher or any person involved with the particular phase that the child is in, plus the administrator/coordinator and the parents.

PARENT PROGRAM

This program is initiated during the first phase of the Project to help parents better understand and work with their children at home. Behavior modification is the theme of several workshops that are scheduled at times convenient for the parents and jointly implemented by members of the University of New Mexico staff, the methods and materials consultant and/or the Resource Room teacher, the Regular Class teacher and the administrators directly involved with the Project.

BEHAVIOR MODIFICATION

Behavior modification, as a clinical concept or theoretical philosophy, has been around in its modern version for about twelve years; it is based on the laws of learning. Any learning situation has at least three basic components. They are: the stimuli, the response, and the consequence of that response–be it positive or negative reinforcement. In considering a behavior for modification, one should ask: (A) What are the significant stimuli? (B) What are the responses to these stimuli? (C) What are consequences of those responses? This must be asked of *the behavior to be replaced* and also *the replacement behavior.* If information can be gained on those three aspects of both behaviors, then it is possible to set up a program whereby the teacher can, in a pre-determined manner, modify the behavior in question.

The child is seen as an emitter of behavior. The child is continuously emitting behaviors in response to his environment. *In the final analysis, there are no innately wrong behaviors.* A person may make responses which society arbitrarily defines as wrong or inappropriate. However, these so-called inappropriate behaviors are the result of learning and are subservient to the laws of learning, just as are so-called "correct" behaviors. No behavior will persist in the fact of a consequence that is totally punishing. Although, on the face of it, the consequences may appear punishing to us, in terms of the emitter of the behavior the consequences may be rewarding.

A familiar example is the classroom situation where one child is a behavior problem. The teacher scolds repeatedly and disciplines the child, but the behavior persists. Now consider that if the child craves attention and when he misbehaves he gets attention (although maybe not the most desirable kind), then the misbehavior which resulted in the attention will persist. It is even strengthened by the fact that when he is not misbehaving, the special attention he seeks is withdrawn–and the teacher goes about her normal routine. If the teacher wishes to change the attention getting misbehavior, she can eradicate it by reinforcing the behaviors she wishes to strengthen, giving the child the attention for these behaviors and ignoring the misbehavior. The important question is what are the behaviors in the repertory, what are the stimuli cueing them off and what are the rewarding factors that sustain the responses. Phrased another way, what are the dynamic contingencies of this situation and how can the teacher manipulate the stimuli and the reinforcements in order to modify the response in the desired manner.

The critical diagnostic issue is one of *correctly* defining the existing situation in terms of stimuli, response, reinforcement. Training them becomes a matter of manipulating the necessary stimulus reinforcement contingencies to effect the desired change in the behavior.

This principle applies throughout. It is of little consequence to the logic of the system whether the behavior in question is a faulty sound, a language problem, a reading problem or a discipline problem. Also, the specific techniques are not as important as the over-all philosophy and logic of behavior modification. It is the philosophy and logic that will determine the questions that will be asked and the variables to be controlled. Teachers should familiarize themselves with the work of Lloyd Homme, Ogden Linsley, Elizabeth Gullison, Norris Haring, William Gray and others who have developed specific behavior modification models to be used in the classroom. This type of intervention has been used effectively to motivate EMH students. It should not be used indiscriminately, however.

The following schedule indicates the manner in which a teacher can build behavior modification in her daily program. Low Probability Behaviors (lpbs) such as arithmetic drills and reading activities can be enhanced by offering perceptual motor activities, recess, lunch, free-time, and other high probability behaviors (hpbs) immediately after the lpbs. These hpbs, considered highly desirable by the student, reinforce completion of the lpbs which immediately precede them.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Time	*Subject*	*Time*	*Subject*	*Time*	*Subject*	*Time*	*Subject*	*Time*	*Subject*
8:50	Pledge, song, calendar, verb expr.	8:50	Pledge, song, calendar, verb expr.	8:50	Pledge, song, calendar, verb expr.	8:50	Pledge, song, calendar, verb expr.	8:50	Pledge, song, calendar, verb expr.
9:10	Order & perceptual tasks	9:10	Order & perceptual tasks	9:10	Order & percep. tual tasks	9:10	Order & percep. tual tasks	9:10	Order & percep. tual tasks
9:30	Aud/vis assn ex w/body orienta	9:30	Aud recep. ex w/body orienta	9:30	Body orientation	9:30	Motor skills	9:30	Visual recep.w/ body orientation
9:50	Arithmetic	9:50	Arithmetic	9:50	Arithmetic	10:00	Arithmetic	9:50	Arithmetic
10:15	Free Time	10:15	Free Time	10:15	Free Time	10:15	Free Time	10:15	Free Time
10:35	Reading	10:35	Reading	10:35	Reading	10:35	Reading	10:35	Reading
11:00	Quiet Time (Ind. help)	11:00	Quiet Time (Ind. help)	11:00	Quiet Time (Ind. help)	11:00	Quiet Time (Ind. help)	11:00	Quiet Time (Ind. help)
11:20	Restroom Wash	11:20	Restroom Wash	11:20	Restroom Wash	11:20	Restroom Wash	11:20	Restroom Wash
11:30	Visual seq Memory ex's	11:30	Aud. seq Memory ex's	11:30	Visual seq Memory ex's	11:30	Aud. seq Memory ex's	11:30	Visual seq Memory ex's
11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch
12:10	Recess	12:10	Recess	12:10	Recess	12:10	Recess	12:10	Recess
12:25	Language Improvement	12:25	Stories or films	12:25	Language Improvement	12:25	Stories or films	12:25	Language Improvement
12:50	Motor Skills	12:50	Role Play	12:50	Arts & Crafts	12:50	Role Play	12:50	Motor skills Games
1:00	Soc. St. or Science	1:00	I Soc St, Science II Physical Ed	1:10	Soc. St. or Science	1:00	Soc. St. or Science	1:00	Soc. St. or Science
1:30	Free Time	1:30	I Physical Ed.	1:30	Free Time	1:30	Free Time	1:30	Free Time
1:45	Reading	1:50	II Free Time	1:45	Reading	1:30	Reading	1:30	Reading
2:05	Quiet Time (Ind. help)	2:00	Reading	2:05	Quiet Time (Ind. help)	2:05	Quiet Time (Ind. help)	2:00	Quiet Time
2:20	Singing	2:20	Quiet Time (Ind. help)	2:20	Story	2:20	Singing	2:15	Buy Toys
2:30	Dismissal	2:30	Dismissal	2:30	Dismissal	2:30	Dismissal	2:30	Dismissal

High Probability Activities
Low Priority Activities
Neutral Activities

INDIVIDUALIZED CONTRACTING IN THE CLASSROOM

The exceptional child's maladaptive behavior as it is manifested in the classroom has been a source of bewilderment and headache for special educators. It hinders and in some cases all but stops the teacher and student from initiating or recharging the vitally necessary learning processes and procedures which will enable the child to become a self-dependent individual.

Contingency management and its use in the classroom setting is an approach suggested by Dr. Lloyd Homme to reduce and, if possible, extinguish maladaptive behaviors. It is essentially the simple method of creating a contract with the student: If you do *X*, I will give you *Y*, or if you write ten sentences, I will give you ten minutes free time. It is relatively clear that this method is an effective technique for reinforcing a low probability behavior with a high probability behavior and, therefore, increasing the frequency of the low probability behavior.

Because contingency management is founded upon the concept of contracting, there are ten basic rules which apply to its use in the classroom:

1. The contract payoff (reward) should be immediate.
2. Initial contracts should call for and reward in small approximation.
3. Reward frequently with small amounts.
4. The contract should call for and reward accomplishment rather than obedience.
5. Reward performance after it occurs.

6. The contract must be fair.

7. The terms of the contract must be clear.

8. The contract must be honest.

9. The contract must be positive.

10. Contracting as a method must be used systematically.

These rules and their application provide both teacher and student with a clearly defined procedure. Adherence to them will prevent the pitfalls which often accompany contracting methods. Not only is the contracting technique organized and systematic but the physical environment of the classroom is organized as well.

The classroom is divided or organized into two distinct and separate areas: The task area and the reinforcing events areas. The names of these areas alone supply their definitions. The student performs his contracted task in the task area and pursues his earned reward for task completion in the reinforcing events area. The student should be provided with a "reinforcing events menu" which is simply a large poster or bulletin board that lists the available rewards. From this menu, he may choose the reward which he most desires and, thus, creates his own contract or contingency for task completion. The rewards should be changed occasionally so that saturation does not occur and, consequently, lower student motivation.

This approach serves a dual purpose in that it services academic behavior as well as non-academic behavior. And perhaps its most advantageous principle is that it stresses positive reinforcement rather than negative reinforcement. That is to say, it reinforces the child for what he has accomplished rather than for what he has not.

Contingency management as it is described in Dr. Homme's book **How to Use Contingency Contracting in the Classroom** and Mearchan and Wiessen's **Changing Classroom Behavior** may be utilized in any number of different learning situations. Because of its versatility, it may be practiced simply or elaborately, depending upon the teacher and the nature of the classroom.

THE LISTENING CENTER

The listening-center approach is a major supplement to any system of instruction. The goal for its use is effective instruction; *need* is the key for its use. A Listening Center is not a substitute for good instruction but is a *part* of it.

Location

The area for the Listening Center must be easily accessible and located in the classroom where its activities will not distract the rest of the class. To further eliminate distractions the area should be clearly defined, perhaps by placing a bookcase or movable blackboards at right angles to the wall. Connecting wires should be carefully placed where pupils will not fall over them or damage equipment.

Scheduling

Use the Listening Center for both scheduled and unscheduled listening periods.

Individual children may use the Listening Center, or the teacher may prefer to use teams. The reason for the use of the Center will dictate the number of children participating.

Divide the pupils into teams of eight children each. A list of the teams with the names of the children should be posted in the center. The teacher also should post a schedule listing the teams which will use the center at stated intervals. A Chairman should be responsible for operation of the tape recorder, film projector, or record player.

A group should be chosen on the basis of the interests of the children. In a reading group both the able reader and the less able reader can benefit from listening-reading activities. By pairing the children, the more able reader can help the less able child keep pace with the reading aspect of the activity.

Selecting Materials

Material used at a Center must be carefully selected and prepared to teach effectively. For example, is the teaching purpose to stimulate broader interest in a particular topic, enrich the reading program, strengthen skills in a subject area, or perhaps provide a specific pleasurable experience in art or music?

The teacher who tapes her own material may find that she will need to redo a tape several times before her tape is a good teaching aid. No materials should be offered at a Listening Center unless they can meet high standards as teaching aids.

Materials selected should be appropriate in interest and vocabulary. Do the tapes capture flavor and action? Does the tape stimulate and arouse children's interest? Can the children follow the story or instructions easily? Is the narration distinct, slow enough, and interesting enough to follow? Before being listened to by pupils, all materials should be presented by the teacher to arouse the pupils' interest. Any instructions for activity participation should be carefully explained.

Post-listening follow-ups are an important part of the listening program and provide excellent learning opportunities. Follow-up activities may be creative art projects, oral discussions, independent reading, or check-up activities prepared by the teacher, as following an arithmetic lesson, for example.

SETTING UP A LISTENING CENTER

Headset Unit

Most headset units now contain eight earphones. Not all headset units have an individual, adjustable volume control so that the child can adjust the volume of the tape to the level most comfortable to him. When there are no individual volume controls, set volume on tape recorder or record player at a medium output. The teacher should be aware that there are individual aural differences.

The unit can be plugged into any commercial tape recorder or record player that has an "external speaker" outlet. The mixer box cord is plugged into the "output" or "external speaker" on the tape recorder or record player. Each headset is then plugged into the mixer box. When this is done, no sound will come from the speakers of the tape recorder or record player–only the earphones will transmit the sound. In this way, pupils not participating can continue working without distraction.

Tape Recorder

Determine at what speed the tape is to be played and set the correct speed on the tape recorder, either 3¾ or 7½ inches per second. Always rewind a tape before putting it back into the box.

If a tape breaks, add to the take-up reel and continue the recording without repairing. Before reusing the broken tape, use mending tape, tape splicer or scissors for making repairs. Do not use scotch tape to repair a break. Teach your students how to operate the tape recorder.

Record Player

When the record player is used at the Listening Center, select one pupil to operate the machine. Teach all pupils how to operate the equipment and assign different individuals each time to be responsible for turning on the machine, changing the record, turning off the machine.

Filmstrip Projector

Teach all pupils how to operate the film projector. Select one pupil for each showing, letting him be responsible for operating the machine. Check that the frame on the filmstrip is coordinated with the tape.

Screen

Very often it is awkward to use a large screen at the Listening Center "Screens" may be improvised by taping poster board or white paper to a wall. Or, it is relatively easy to make an "L.C. Screen"–a small screen (15"x15") that can be set on the table at the Listening Center.

The placement of a screen depends on the lens of the filmstrip or movie projector being used. In using a standard filmstrip projector place the screen six feet from the projector.

Directions for making an "L.C. Screen":

1. Secure screen fabric or use fabric from old screen.

2. Use a 15"x15" square of heavy cardboard.

3. Use dry mount tissue or rubber cement for mounting screen fabric to cardboard. For dry mounting tack the dry mount tissue to the center of the fabric with the tacking iron.

   For the rubber cement mount remember to put the rubber cement on both the cardboard and the screen fabric. Allow to dry until barely sticky to the touch. When using rubber cement, use two sheets of wax paper, meeting the two sheets in the middle of the cardboard. Take fabric and lay on top of the wax paper. Straighten. Slowly remove one side of the wax paper as you smooth from center to outer edge of fabric. Repeat for the other side. This procedure helps to eliminate wrinkles when applying fabric to cardboard.

4. Apply mystic tape around the edge of the mounted screen fabric. (Black mystic tape works well.) Lay tape on front edge of screen using a border of tape ¾" to 1" on all sides of screen. Fold remaining edge of tape under smoothing to back of cardboard. (Preferably, overlap edges at the corners rather than mitering corners.)

5. Groove a piece of wood (sixteen inches of 2x4) about one-half inch for holding the screen. Paint the wood to match the tape if desired.

6. Make the screen more rigid by mask taping, or gluing, two strips of wood vertically to the back of the cardboard. Use strips about an inch in width, about 14" long. Place the two strips two to three inches in from each outer edge.

OBTAINING COPIES OF TAPES FOR LISTENING CENTERS

Tapes may be borrowed from KANW for a period of two weeks. If tapes are damaged, please enclose a note stating the type of damage. Do not repair tapes.

A supplementary sheet will be sent to schools for the A-V Catalog supplement recommending tapes for the Listening Center, as soon as some tapes being made by APS personnel are finished.

LIBRARY SERVICES AND THE LISTENING CENTER

Selecting appropriate library books for use at the Listening Center is important. Certain criteria need to be considered: kinds of illustrations and print, is the story a good read-aloud story, etc.

ART AT THE LISTENING CENTER

Many learning opportunities through art may be suggested by taped materials at the Listening Center. Art Activities could be: painting, drawing, working with clay, collages, paper sculpture, puppets, tissue paper, wax resist, weaving and other crafts. Do not limit art activities to drawing and painting.

The Listening Center provides an excellent opportunity to teach Art Appreciation and enrich the art program through instructional tapes for varied, more advanced art activities.

There are unlimited opportunities for creativity in art through the use of the Listening Center.

MUSIC AT THE LISTENING CENTER

The Listening Center can present music in many ways, particularly in enriching the regular music program in the classroom and in developing appreciation of music. The Center can be used to supplement the basic music series but is not a teacher replacement for teaching the basic program. The Silver Burdett Program has recorded material about composers which could be effectively used at the Center.

There are available filmstrips and accompanying tapes, story and song records, taped operettas from a music book series to be used with the books, etc.

SPECIAL EDUCATION REGIONAL CENTERS

The Special Education Unit has established strategically located Special Education Regional Centers. The major goal for the regional service is to provide a network to improve the education of all exceptional children in New Mexico. Regional boundaries were determined by the needs of each area by pupil population, and by the clustering of resources.

PURPOSE:

The network is designed to provide services to all professional personnel and parents who are concerned and involved with the education of exceptional children. The following are specific objectives for New Mexico Special Education Regional Centers:

1. To develop and implement methods and media in inservice and preservice education in school districts and universities so that if achieved, the special educators in the region will demonstrate

    a. increased knowledge of the various instructional materials available on the market.

    b. increased skill in the use of instructional materials and equipment in the classroom.

    c. increased skill in selecting appropriate and effective instructional materials according to individual student needs.

    d. increased skill in bringing about desirable behavioral changes among handicapped children.

    e. increased skill in the use of instructional materials in a prescriptive teaching approach. i.e. Prescriptive Modulation Retrieval System.

2. To develop and implement methods and media for obtaining and disseminating information regarding instructional materials so that if achieved, special educators will demonstrate

    a. increased knowledge and teaching techniques to effectively achieve specific instructional objectives.

    b. increased skill in evaluating the effectiveness of instructional materials.

PROCEDURES:

Each center is presently staffed with a coordinator, secretary and/or graduate assistants. Individuals wishing service register in the Center in their region. Your local administration office can give you your district's regional center address or contact the Special Education Unit, Santa Fe, New Mexico.

Materials in each center are organized and cataloged on the Prescriptive Modulation Retrieval System. If a request cannot be honored in one center, another center may honor your request.

PROGRAM:

Inservice and preservice education to improve instruction is a primary program component of each center. Examples include workshops, group and individual conferences, materials exhibits, etc. The acquisition, distribution and evaluation of instructional materials, while vehicular in nature, are, at the present stage of development, also primary components.

Several centers are involved in the supervision of "mini" studies conducted in the Special Education classroom of a district. Such studies deal with the use of instructional materials and techniques in achieving specific instructional objectives. They are designed to demonstrate a direct impact on the learning behavior of handicapped children.

Materials are evaluated with regard to their effectiveness in the learning situation. This information is gathered through formal field testing procedures. For example, evaluation instruments have been developed to be completed by teachers each time materials are used. Information is compiled and disseminated throughout the state.

SPECIAL EDUCATION REGIONAL ADVISORY COMMITTEES:

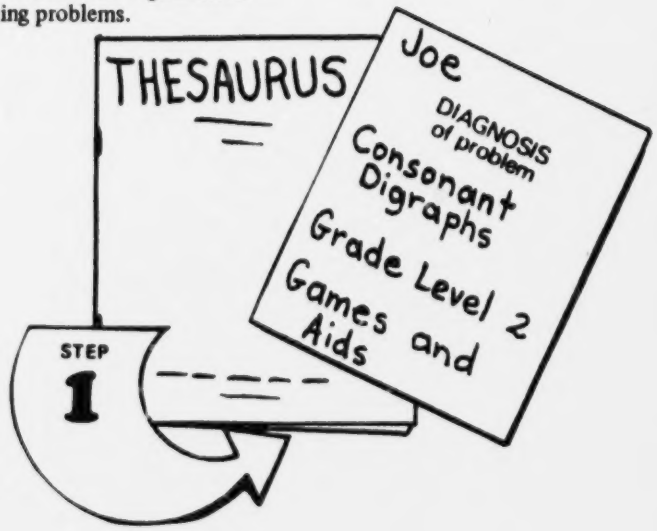
Program needs are identified and strategies are accordingly developed and implemented through state and regional staff with the direct consultation of four advisory committees representative of the school districts receiving service.

STATE TEXTBOOK ADOPTION:

Special Education became an official part of the State Textbook Adoption cycle for the first time in 1971. Regional Center Coordinators serve on the adoption committee and will assist your school in previewing these materials prior to purchase. Materials listed for use in this guide may be borrowed from your Special Education Regional Center and many are on the current textbook adoption.

THE PRESCRIPTIVE MATERIALS RETRIEVAL SYSTEM

The Prescriptive Materials Retrieval System is an integral part of each of the SEIM's in the State of New Mexico. It is also the organizational system for the acquisition and cataloging of instructional materials appropriate for children with special learning problems.



STEP I Open the Thesaurus (dictionary of educational terms) and look through Section I. **These are specific content descriptors.**

For Example: 27. **Consonant Digraphs**
When material is drilling on this type of phonetic element.
Example: sh, th, wh, ch, ck, kn, wr.

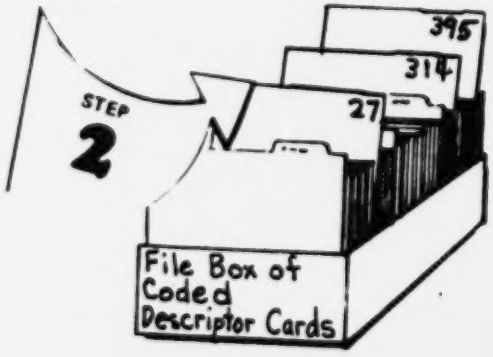
These descriptors match precise educational requirements and are alphabetically arranged.

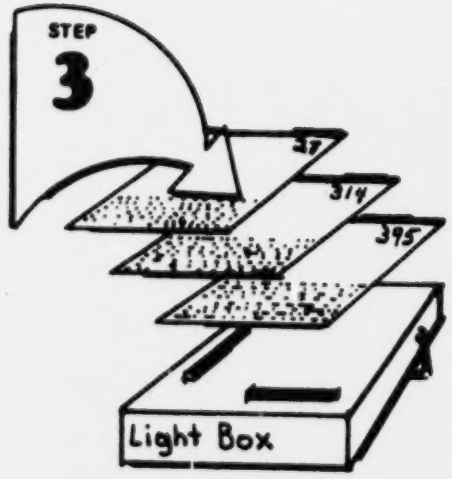
STEP II Select Descriptor Card Number 27 from the file box (417 cards total) and place it on the viewing apparatus (light box). Each material in the PMRS dealing with Consonant Digraphs will be represented by a pin-hole of light on the punched Descriptor Card.

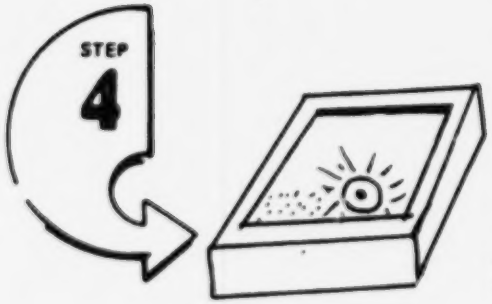
STEP III Using the Thesaurus turn to page 33. Section Two contains Format and Special Characteristics coded cards.

Examples: 326. Tape
314. Games and Aids (Models)
331. Workbook – Worktext

Select the Descriptor Card for the desired format and place it on top of the first card on the light box. Some of the pin-holes of light will be eliminated, making more specific the selection of materials for this learning problem.







STEP IV Turn to Section Three in the Thesaurus, Page 37. This section lists Grade Level and Chronological Age Descriptors.

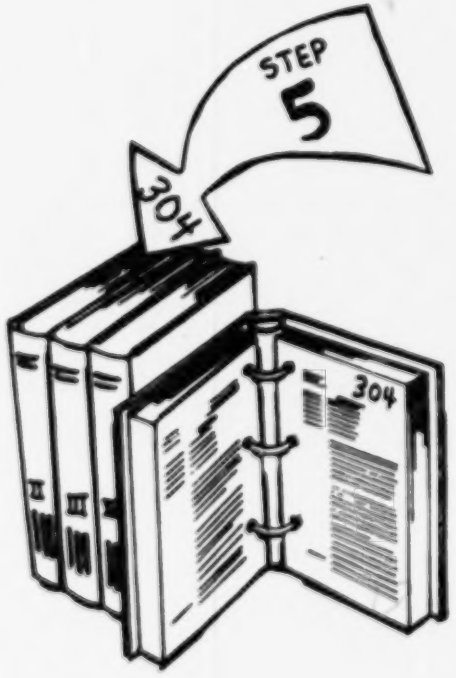
Example: 395. Grade Two CA-7

These Descriptor Cards range from Pre-school through Adult Basic Education (no. 402) and Remedial or Corrective (no. 403). Place the appropriate Descriptor Card from this section on the light box. Fewer pin holes of light will show through the cards, since you have narrowed the selection.

At this point you may be ready to read the graph on the Descriptor Card to make your selection of materials.

Left side of card = line 300
Bottom of the card = line 04
Number 304

Count by 100's Count by 10's and 1's.



STEP V

Reference to the blue notebooks of Descriptive Analysis Sheets is the final step in locating materials. Each of the notebooks contain 500 DAS.

Notebook I	Pages numbered 1 to 500.
Notebook II	Pages numbered 501 to 1000.
Notebook III	Pages numbered 1001 to 1500.
Notebook IV	Pages numbered 1501 to 2000.

Each Descriptive Analysis Sheet includes a narrative description of the material, the author's name, the publisher, copyright date and price (if available). If the IMC has acquired the material, the shelf number will be found in the upper right-hand corner of the DAS.

Other possible Descriptors include Mental Age, Reading Level, Input-Output, Process (ITPA) and Major Area.

STATE TEXTBOOK ADOPTION LIST

SPECIAL EDUCATION 1972-1978

LEVEL I indicates K-3 (most material for TMR's, K-3 EMR's, etc., will be Level I)
LEVEL II indicates 3-6 (note overlap depending on your children's ability range)
LEVEL III indicates 7-9; and LEVEL IV indicates 10-12.

Title of Material	Copyright Date	Publisher	Price*	Subject Area	Except. Level
Fitzhugh Plus Program:		Allied Educational Council			
Shape Matching Bk 101	1968		2.47	Gen.	I, II
Shape Completion Bk 102	1969		1.62	Gen.	
Shape Analysis and Sequencing Bk 104	1969		2.62	Gen.	
Alphabet & Common Nouns Bk 201	1968		2.77	Lan.	
Action Verbs Bk 202	1969		1.97		
Addition Bk 203	1969		2.77	Math	
Subtraction, Multiplication Bk 204	1965		1.97		
Narrative Problems & Division Bk 206	1968		2.72		
Grammar & General Knowledge Bk 207	1969		2.77	Lan.	
Placement Guide & TM #302	1969		1.07		
Plus Marker #401			.57	Gen.	
Mystery Adventure Series	1969	Benefic Press	–	Read.	III, IV
Cowboys of Many Races	1970				III
Space Science Fiction Series & Activity Book	1969				III, IV
Sports Mystery Series	–				
The Process/Concept Science Series	1970			Sci.	I, II
The Process/Concept Social Studies Series	1971			S. S.	
Merrill Linguistic Readers	1966	Chas. E. Merrill		Read.	I, II
My Alphabet Book			.84		
Reader 1, 2			.84		
Book 3			.99		
Reader 4 or 5			2.04		
Reader 6			2.34		
Skills Book 1 or 2			.54		
Book 3			.60		
Book 4, 5 or 6			.66		
TE free w/co, otherwise:					
Book 1 or 2			1.17		
Book 3			1.32		
Book 4 or 5			1.56		
Book 6			1.86		

* 1972 prices are subject to change

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
DrillKit-Dup Masters	1969		25.00		
Set of 5 units			55.00		
Individual units–Syntax I or II			13.00		
Comprehension			12.00		
Work Skills			12.00		
Poetry & Rhyme			12.00		
Literature Appreciation Kit	1970		45.00		
Classroom Practice Kit	1967		35.00		
Cyclo-Teacher Learning Aid School Kit	1968	Field Educational	49.50	Gen.	II, IV
Reading Attainment System 1, 2	Latest	Grolier Educ. Corp.	@97.00	Read.	III, IV
The Palo Alto Reading Program:	1968	Harcourt, Brace,		Read.	All
Level 1: Bk 1/6		Jovanovich	.69		
Level 2: Bk 7/12			.69		
Level 3: Bk 13/20			.69		
Indiv. Letter Cards for:					
Bks 1-2 Set of 70			6.00		
Bks 3-6 Set of 159			9.96		
Bks 7-9 Set of 14			1.29		
Bks 10-12 Set of 47			4.17		
Bks 13-16 Set of 37			3.00		
Bks 17-20 Set of 48			4.17		
Work Pad Bk 1/20	1968		@ .69		
Tests 1/8 Bk 1/20	1968		.15		
TG for each set of Bks free w/co of text or work pads					
TM w/Ans Key for tests 1/8 free					
Big Card Box Level 1	1968		27.00		
Small Card Box Level 2-3	1968		18.00		
Pattern Card Box Level 1	1968		27.00		
Individual Spelling Pockets Set of 36 Level 1-3	1968		9.00		
Wall Charts Set of 11, Level 2-3 & Flannel Board Level 1			24.00		
See for Yourself Magnets & TM	1967		18.00	Sci.	I, III
Concept Picture Puzzles & Charts:					
Explorations in Beginning Social Studies w/TM	1967		39.50	S. S.	I, II
On My Own, Green 53 Wksheets, 30 Copies & TE	1972		78.00		
On My Own, Orange 49 Wksheets, 30 Copies & TE			78.00		
On My Own, Purple 47 Wksheets, 30 Copies & TE			78.00		
On My Own, Brown 58 Wksheets, 30 Copies & TE			78.00		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Story Plays: Self-Directed Oral Reading Program					
40 plays, 4 copies each w/TM	1971		57.00	Read.	II, III
Alphabet Cards:					
Master Set (54 cards)	1967	Chas E. Merrill	2.25	Read.	I, II
Pkg. of 12 sets			6.00		
Mastery Tests (spirit)			1.00		
Refresher Program	1966				III, IV
Book A			2.70		
Book B or C			2.04		
Book D			2.34		
TG for Program free w/co, otherwise			2.50		
Sounds and Stories, Individualized Reading:					
20 Tape Cassettes, 40 Lessons, 40 4-page lesson folders, TG	1969	Economy Co.	165.00	Read.	I, II
Spacetalk, Speech Improvement & RR: 20 Tape Cassettes, 40 Lessons, 40 4-page lesson folders, TG	1972		165.00		I
Ears. Oral Comprehension: Pace-tapes, 10 Tape Cassettes, 20 Lessons w/Teachers Handbook	1972		81.00	Lan.	I, II
Ears Booklets Set of 20			1.80		
Base Students Book	1972		1.53		
Pacemaker Books:	1967-71	Fearon Publishers			III, IV
Eddie in School & TM			1.20	Read.	
Getting a Job & TM			2.00	S. S.	
Jerry works in a Service Station & TM			1.20		
Measure Up & TM			1.20		
Money makes sense & TM			1.60		
Planning Meals & Shopping & TM			1.40		
Plans for Living & TM			1.20		
Time and telling time & TM			1.20		
Using Dollars & Sense & TM			1.60		
You & Your World & TM			1.60		
Going Places with your Personality & TM			1.40		
To be a good American Series	1965		–		IV
Bk 1, 2. 3, 4 or 5, TM free			.80		
Pacemaker Story Books:					
Set 1 (5 books)	1954-69		@ .80	Read.	III, IV
Set 2, 3, 4 (6 books each set)			@ .80		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Pacemaker Classics:					
The Jungle Book & TM			1.40		IV
The Last of the Mohicans & TM			1.40		
The Moonstone & TM			1.40		
Robinson Crusoe & TM			1.40		
Treasure Island & TM			1.40		
Two Years Before the Mast & TM			1.40		
Adventures In Space Series:					
Moonflight Bk 1, 2 or 3			@ .68		III, IV
Journey to Mars Bk 1, 2 or 3			@ .68		
Red Planet Bk 1, 2 or 3			@ .68		
Journey to a New Earth Bk 1, 2 or 3			@ .68		
Pacemaker True Adventure Series:	1970	Fearon Publishers		Read.	III, IV
Tales of Animals			.68		
Tales of Escape			.68		
Tales of Flying			.68		
Tales of Shipwreck			.68		
Pacemaker Arithmetic Readiness Program, Part A	1972		38.00	Math	I, II
Part B			55.00		
Add. Copies of TM for Part A or B			4.50		
I Wonder Why Readers 24 bks & TE	1969	Holt, Rhinehart, Winston	59.34	Read.	I, II
Snoopy Phonics Program:					
Snoopy's Secret Code Book	1971		1.86		
Snoopy's First CB			.75		LD or
Yellow CB			.75		Gifted
Blue CB			.75		I, II
Red CB			.75		
Green CB			.75		
Orange CB			.75		
Purple CB			.75		
Sounds of Language Readers:	1966-71				II-IV
Sounds of Home PE or TE (TE free w/co)			2.28		
Sounds I Remember " "			2.28		
Sounds Around the Clock " "			3.00		
Sounds of Pow Wow " "			3.18		
Sounds of Laughter " "			3.18		
Sounds After Dark " "			3.33		
Sounds of the Storyteller " "			3.33		
Sounds of Mystery " "			3.60		
Sounds of a Young Hunter " "			3.60		
Sounds of a Distant Drum " "			3.60		
Sounds of Numbers " "			2.88		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Little Owl Books	1968		82.47		I, II
Young Owl Books	1968		93.45		
Wise Owl Books	1968		49.47		II, III
Multisensory Materials (Tapes, Cassetes, Student Booklets, etc.)		Imperial International Learning Corp.			I-III
For Speech Improvement	1969		131.25	Speech	
For Basic Math Skills	1967		175.00	Math	
For Language Development	1967		64.50	Lan.	
For Reading	1970		175.00	Read.	
RK 2EC-Visual Perception Set			175.00	R. R.	
Rythms to Reading-Bowmar	1971	May's Music		Read.	I
The Zoo and the Circus (Records 6.99 each)			3.95		
Halloween "			3.95		
Autumn "			3.95		
December Holidays "			3.95		
Winter Days "			3.95		
February Holidays "			3.95		
A Springtime Walk "			3.95		
The Easter Lady "			3.95		
A Spring Secret "			3.95		
A Summer Day on the Farm "			3.95		
The Harbor & the Sea "			3.95		
Camping in the Mountains "			3.95		
Complete Set #660			107.35		
Mother Goose & Children's Songs:	1971	May's Music		Read.	I
Mother Goose Songs Kit			34.99		
Children's Song Kit			34.99		
F/S			@19.99		
Minibooks Set of 10 ea title			@ 4.90		
#685 Complete Set			98.97		
Sounds, Words, & Actions Card File			2.95	Lan.	K-6
Learning & Playing Card File			2.95		
Dynamic Balancing Activities (2 rec w/G)			11.90	Perc.	
Balance Beam Activities "			11.90	Motor	
Pre-Tumbling Skills "			11.90		
Relaxation Record			5.95		
Meet Mr. Mix-up record w/picture cards	1969		7.95	Read.	I
6 cassettes	1970		45.00		I, II
extra books			.59		
2 F/S, 1 Rec for:					
Teaching Good Manners	1971		18.00	S. S.	I, II
Teaching Children Values	1971		18.00		
Teaching Children Safety	1971		18.00		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
2 Rec for:					
Rhythmic Parachute Play	1969		12.00		I-IV
Rhythmic Eye, Hand & Ear Patterned Movements	1969		12.00		K-6
Pre-Square Dance Record	1971		5.95		
Learning Basic Skills Through Music Records:					
Building Vocabulary 521			5.95		
Health & Safety 526			5.95		
Spanish 531			5.95		
Math 522			5.95		
Music 514			5.95		
Try: Experiences for Young Children	1967	Noble & Noble		Gen.	I, II
Task 1 Pupils Act Bk, or TG			.75		
Plastic Shapes			3.84		
Plastic Tray			1.65		
Task 2 Pupils Act Bk, or TG			.69		
Plastic Blocks			4.47		
Plastic Tray			1.05		
Task 3 Pupils Act Bk, or TG			.75		
Plastic Tray			1.29		
Plastic Letters			3.75		
Alphabet Card			.45		
Try, Plastic Sets for Tasks 1, 2, 3			15.00		
Try, Complete Set			19.38		
Operation Alphabet Series			–		
Operation Alphabet 1, or TG			1.50		
Operation Alphabet 2, Pt 1 or Pt 2			@ 1.88		
TG Pt 2			1.50		
Your Family and Your Job	1966		1.59	Lan.	III, IV
Everyday English and Basic Word List	1960	Noble & Noble	1.29	Lan.	IV
Write Your Own Letters	1964		.81		
Everyday Economics Series Unit 1, 2, 3, 4, 5 or 6	1969		@34.50	S. S.	I-III
Complete Set			198.72		
Replacements of Dup Masters in Units 1-6			@ 3.60		
Distar Reading Program:	1969	Science Research		Read.	I, II
Reading I			55.00		
Reading II			82.50		
Reading I Stu set of 10			67.00		
Reading II			110.00		
Addl Guide I, or II			2.50		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Distar Language Program:				Lan.	
Program I or II Teacher Kit			150.00		
Addl TG I or II			2.50		
I Stu set of 10			35.00		
II			39.00		
Distar Arithmetic Program:				Math	
Teacher Kit I or II			135.00		
Addl TG I or II			2.50		
I Stu set of 10			80.00		
II			90.00		
Distar Library Series Kit complete			42.50	Read.	
Addl TG			1.00		
Focus on Self Development Stage 1:				S. S.	
Awareness complete Kit			102.00		
Here I Am Act Bk pkg 25			10.75		
TG			4.82		
Counselor's Handbook			2.68		
Kit II			110.00		
TG			4.50		
Act Bk pkg 25			12.50		
Basic Lessons, Bk I or II	1965	Steck-Vaughn	@ 1.20	S. S.	I
Do You Know?	1969		1.08		II, III
How to Hold Your Job	1967		2.40		IV
Now I Look; Now I Read	1965		@ 1.74	Read.	I
Steps to Math Bk 1 or 2	1969		.81	Math	III, IV
Basic Essentials of Math Bk 1 or 2	1965		.90		
Read Better With Jim King	1969		.81	Read.	III
Mike and Cindy Wkbk	1969		.81	Lang.	I, II
How to Get a Job and Keep it & TM	1969		.81	S. S.	IV
Puzzles & Patterns PE or TE (TE free w/co)	1970		.81	Read.	I
Shapes Around Us Reading Series:	1969	Stone Educational		Read.	I, II
What is Round		Publishers	2.13		
What Has Four Sides?			2.13		
What Has Three Sides?			2.13		
What Comes in a Can?			2.13		
What Comes in a Box?			2.13		
What Shape is it?			2.13		
TE ea title			2.13		
Mastering Mathematics:					
Beginnings in Mastering Mathematics & Annotated TE	1970	W. H. Sadler, Inc.		Math	I-IV

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
I Can Do It! Bk 1 or Bk 2	1970	Zaner-Bloser	@ .80	Writ.	I-III
I Can Do Manuscript Writing Bk 1 or Bk 2	1970		@ .80		
I Can Do Cursive Writing Bk 1 or Bk 2	1970		@ .80		
TE for any of above	1970		1.00		

MATERIALS PULLED FROM REGULAR EDUCATION LISTING

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
READING					
O'Hare Starlite Program	1971	Allied Ed. Council	5.02	Read.	I
Reading Roundup, Level A, B, C, Comprehension Kits	1970	American Book	60.75	Read.	IV
Guidebooks to Better Reading 5 Readers	1968	Economy Co.	1.47	Read.	II, III
The Checkered Flag Series (See pp. 3-4, Sec. 5, Adm. Textbook Listing for this series)	1967-69	Field Educ. Publishers			
Wheels			1.95	Read.	III, IV
Riddler			1.95		
Bearcat			1.95		
Smashup			1.95		
Scramble			1.95		
Flea			1.95		
Grand Prix			1.95		
500			1.95		
TM			.75		
Jim Forest Readers (12 readers)			1.65		III, IV
TM			.75		
Morgan Bay Mysteries (8 readers)			2.07		III, IV
TM			.75		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Wildlife Adventure Series (8 readers)			2.07		III, IV
TM			.75		
The Deep Sea Adventure Series (8 readers)			2.07		III, IV
TM			.75		
Our Wonderful World	1971	Grolier Ed. Corp.	109.00	Read.	II, III
The Children's Hour	1971		76.62		II, III
Book Mark Reading Program	1970	Harcourt, Brace,			
Skill Readers		Jovanovich	3.45	Read.	
Literature Readers			3.09		
Workbook for Skill Readers			.96		
Dup. Masters 4/5			9.00		
Reading Incentive Program		Mays Music Co.		Read.	II, III
Part 1, Multimedia Kit w/Rec.			29.99		
Part 1, Multimedia Kit w/Cassettes			32.99		
Soft Cover Books			2.60		
Hard Cover Books			3.24		
Part 2, #740 Horses (each set 10 books, study prints, teaching program)			72.00		II, III
Part 2, #741 Drag Racing			72.00		II, III
The Freedom Books (set)	1971		40.50		II, III
The Young Adventurer Series (Bowmar), six titles	1971		26.73		II, III
Cowboys, 7 titles	1971	Mays Music		Read.	II, III
Record for each			5.99		
Cassettes			6.99		
5 records			26.99		
5 cassettes			31.45		
Dan Frontier Series (Bowmar) 10 titles					II, III
Record for each			5.99		
Complete Series, 16 records			80.87		
14 cassettes			94.37		
Merrill Mainstream Books	1967	Chas. Merrill	1.50	Read.	IV
Mainstream Cassette Library	1970		225.00		IV
Crossroads Series	1970	Noble & Noble		Read.	IV
Level I: With It; Solo, Against All Odds; Beyond Tomorrow			1.11 ea		
Level II: Love's Blues; Me, Myself and I; Dreamers of Dreams; He Who Dares			1.11 ea		
Level III: Tomorrow Won't Wait; Breaking Loose; In Others' Eyes; Playing It Cool			1.11 ea		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Level I, II or III Activity Book			.87 ea		
Level I, II or III TM			1.35 ea		
Records for Level I, II or III (4 records each level)			5.97 ea rec		
Random House Reading Program	1969	Random House/Singer		Read.	II, III
Reading Program Blue			259.50		
Reading Program Green			269.25		
Reading Program Red			259.50		
Reading Tutors Cassettes & Reading Skill Builders	1971	Readers Digest	55.65	Read.	II, III
Rochester Work Series		Science Research Assn.		Read.	IV
Level I, The Job Ahead			4.81		
Exercise Book (Set of 5)			3.60		
Level II, Level III			4.81		
Exercise Books (set)			3.60		
Guides			1.38		
Scholastic/Scope Contact Units (Includes Indiv. books, record, posters, logbooks)		Scholastic Book Service		Read.	III, IV
Maturity	1968		60.00		
Imagination	1970		60.00		
Action Complete	1971		87.75		
Values:		Steck-Vaughn		Reading	III, IV
To Learn; To Share; To Live By					
TM			3.45 ea		
HOME ECONOMICS					
First Foods	1971	Bennett	4.98	Home Ec.	IV
Steps in Clothing	1970		6.60		IV
Steps in Home Living	1971		3.45		IV
Modern Consumer Ed. Programs		Grolier	249.50	Home Ec.	IV
MATH					
Basic Series Available in Non-Graded		Addison-Wesley		Math	
Countdown 25 tape cassettes; 50 lessons; lesson folders; TG		Economy	198.00	Math	II
Essential Modern Math Series (Low Achievers)		Ginn		Math	
Book A, TG	1970		3.84		I, II
Number Strips Kit (set of 10)			8.61		
Book B, C, D			3.84		II, III
Transparencies			51.00		

Title of Material	Copyright Date	Publisher	Price	Subject Area	Except. Level
Non-Graded Exp. Elem. Math (1-6)	1970	Holt-Rinehart-Winston	39.00 1.59	Math	
Manipulative Aids Kit		Houghton-Mifflin	12.00	Math	
TG			1.47		
Colored Rods Kit			1.80		
Geometric Shapes			1.80		
Merrill Mathematics Skilltapes	1969	Chas. Merrill		Math	
Complete set 40 cassettes, 10 bklts, TG			295.00		I-IV
Individual Replacements, 9 titles			3.50 ea		
Nongraded Mathematics Topic Texts	1970		3.75 ea		
Spirit (8 topics)					
Individualized Mathematics: Drill and Practice Kits		Random House, Inc.		Math	
Kit AA, BB, CC or DD			59.95		II, III
Visualizing Math					
Kit A (K-2); Kit B (K-8); C & D (K-8)			153.00		
Exploring Number & Space	1967	SRA	137.55	Math	
The Learning Skills Series (Designed for EMR, 4-8)	1969	Webster		Math	II, III
Book A, B, C, D			2.49 ea		
TM (w/4 Diagnostic Placement Tests)			3.60		

COMPANIES REPRESENTED ON TEXTBOOK LIST WITH MATERIALS SUITABLE FOR SPECIAL EDUCATION

1. Alliod Education Council
   University Bookstore
   Box 1548
   Albuquerque, New Mexico 87103

2. Benefic Press
   1900 North Narragansett
   Chicago, Illinois 60639

3. Bowmar Records & Materials
   May's
   514 Central, SW
   Albuquerque, New Mexico 87101

4. Continental Press, Inc.
   2336 Farrington Street
   Dallas, Texas 75207

5. David C. Cook Publishing Company
   Elgin, Illinois 60120

6. Developmental Learning Materials
   3505 N. Ashland Avenue
   Chicago, Illinois 60657

7. Dick Blick
   Box 1267
   Galesburg, Illinois 61401

8. Economy Company
   1901 North Walnut
   Box 25308
   Oklahoma City, Oklahoma 73125

9. Edmark Corporation
   655 S. Orcas Street
   Seattle, Washington 98108

10. Educational Activities
    P. O. Box 392
    Freeport, New York

11. Educational Publishing Company
    1525 North State Parkway
    Chicago, Illinois 60610

12. Fearon Publishers
    2165 Park Boulevard
    Palo Alto, California 94306

13. Field Education Publishers
    609 Mission Street
    San Francisco, California

14. Follett Publishing Company
    1010 West Washington Blvd.
    Chicago, Illinois 60607

15. General Learning Corporation
    Early Learning Division
    3 East 54th Street
    New York, New York 10022

16. Grolier Education Corporation
    845 Third Avenue
    New York, New York 10022

17. Harcount Brace Jovanovich
    757 Third Avenue
    New York, New York 10017

18. Holt, Rinehart and Winston, Inc.
    383 Madison Avenue
    New York, New York 10017

19. Ideal School Supply Company
    Oak Lawn, Illinois 60453

20. Imperial International Learning Corp.
    University Bookstore
    Box 1548
    Albuquerque, New Mexico 87103

21. Instructo Products Company
    1635 North 55th Street
    Philadelphia, Pennsylvania

22. John Day Company
    62 West 45th Street
    New York, New York 10036

23. Lauri Enterprises
    Haverhill, Massachusetts

24. Mafex Associates
    Box 519
    Johnstown, Pennsylvania 15907

25. McGraw-Hill Book Company
    Manchester, Missouri 63011

26. Charles E. Merrill
    1300 Alum Creek Drive
    Columbus, Ohio 43716

27. Noble & Noble
    750 Third Avenue
    New York, New York 10017

28. R. W. Parkinson Company
    704 Mumford Drive
    Urbana, Illinois 61801

29. Playtime Equipment Company
    808 Howard Street
    Omaha, Nebraska 68102

30. Richard, Frank E.
    215 Church Street
    Phoenix, New York 13135

31. Science Research Associates, Inc
    259 East Erie Street
    Chicago, Illinois 60611

32. Stanwix House, Incorporated
    Pittsburg, Pennsylvania 15204

33. Steck-Vaughn
    Box 2028
    Austin, Texas 78767

34. Teaching Resources
    100 Boylston Street
    Boston, Massachusetts 02116

35. Zaner-Bloser Company
    4714 Crest Avenue, SE
    Albuquerque, New Mexico 87108

ANNOTATED BIBLIOGRAPHY

Adams, Frederick Karl. **Comparisons of Attitudes of Adolescents Toward Normal and Toward Retarded Brothers.** December, 1965; Ed. D. Dissertation, University of Florida.

Barber, B. **A Study of the Attitudes of Mothers of Mentally Retarded Children as Influenced by Socioeconomic Status.** Dissertation Abstracts, 1963, 24 pages 415, Ph. D. Dissertation, University of Southern California.

Baumeister, A. A., Ed. **Mental Retardation: Appraisal, Education and Rehabilitation.** Chicago, Aldine Publishing Company, 1967.

Began, Frank A. **A Motor Perceptual Developmental Handbook of Activities for School and Parents.** La Porte, Texas: Perception Developmental Research Associates, 1966.
Good perceptual motor activities for teacher to use and suggest for additional practice at home.

Bernstein, Bebe. **Everyday Problems and the Child with Learning Difficulties.** New York: The John Day Company, 1965.

Carlson, Bernice Wells and Ginglend, David R. **Play Activities for the Retarded.** Nashville: Abingdon Press, 1961.

Condell, James F. **Parental Attitudes Toward Mental Retardation.** American Journal of Mental Deficiency; July, 1966; V. 71, #1: pages 85-92.

Conner, Frances P. **An Experimental Curriculum for Young Mentally Retarded Children.** New York, New York: Teachers College, Columbia University, 1964.
A description of the experimental curriculum for young mentally retarded children at Teachers College.

Cratty, Bryant J. **Developmental Sequences of Perceptual Motor Tasks.** New York, New York: Educational Activities, Inc., 1967.
This book presents appropriate movement activities which are designed not only for physical fitness but to assist in the learning processes of children with intellectual deficits.

Cruikshank, William and Johnson, Orville. **Education of Exceptional Children and Youth.** Prentice Hall, 1967.

Perception and Thought. Palo Alto, California: Peek Publication, 1969.
Another good book to use in development of movement.

Doll, Edgar. **The Measurement of Social Competence.** Minneapolis: Educational Publishers, 1953.

Dunn, Lloyd M. and others. **Exceptional Children in Schools.** New York, New York: Holt, Rinehart and Winston, 1963.
An excellent book containing articles by some of the leaders in the field of exceptional children.

Frankel, Max G. Happ, F. William, and Smith, Maurice P. **Functional Teaching of the Mentally Retarded.** Charles C. Thomas, Publisher: Springfield, Illinois, 1969.

Frostig, Marianne and Horne, David. **The Frostig Program for the Development of Visual Perception.** Chicago, Illinois: The Follett Publishing Company, 1964.
Not the answer to all problems, but a program all teachers should be aware and learn to use.

Gitter, Lena A. **The Montessori Approach to Special Education.** Johnstown, Pennsylvania: Mafex Associates, 1969.
Preparing classroom environments for self-teaching.

Inhelder, Barbel. **The Diagnosis of Reasoning in the Mentally Retarded.** New York: The John Day, Co.

Johnson, Doris J. and Myklebust, Helmer. **Learning Disabilities: Educational Principles and Practices.** New York: Greene and Stratton, 1967.

Jordan, Thomas. **The Mentally Retarded.** Charles Merrill Books, Inc., 1960.

Kephart, Newell C. **The Slow Learner in the Classroom.** Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.
This book has two chapters which deal with motor training and specific sensory motor activities.

Kirk, Samuel. **Educating Exceptional Children.** Houghton Mifflin, 1972.

Koch, Richard and Dobson, James, Ed. **The Mentally Retarded Child and His Family.** New York: Brunner/Mazel Publishers.

Kolstol, Oliver. **Educating Retarded Children.**

A High School Work Study Program for Mentally Sub-normal Students. Carbondale, Illinois, Southern Illinois University Press, 1965.

Kugel, Robert B. et al. **The Pediatrician and The Child With Mental Retardation.** Evanston, Illinois: American Academy of Pediatrics, 1971.

Loewendahl, Evelyn. **Exercises for the Mentally Retarded.** Swarthmore, Pennsylvania: A. C. Crafts, Inco, 1967.
These exercises may be helpful for the less able EMH youngsters.

Mager, Robert F. **Preparing Instructional Objectives.**
Palo Alto, California: Fearon Publishers, 1962.

Nelson, Leslie W. **Instructional - Aids.**
Dubuque, Iowa: William C. Brown Publishers
Many teachers have found helpful information in this book.

Robins, Ferris and Robins, Jennet. **Educational Rhythmics for Handicapped Children.**
New York, New York: Horizon Press, 1965.
This book contains movement exploration activities progressing from simple to difficult.
These ideas were developed by a Swiss group to use with retarded.

Robinson, Holbert and Robinson, Nancy M. **The Mentally Retarded Child.**
New York, New York: McGraw-Hill Book Company, 1965.
One of the most current books on mental retardation. A must for every professional library.

Rothstein, Jerome H. **Mental Retardation.**
New York, New York: Holt, Rinehart, and Winston.
This book contains many articles defining mental retardation, its causes, and some curriculum ideas.

Siegel, Ernest. **The Special Child in the Regular Classroom.**
The John Day Co.

Smith, Robert M. **Clinical Teaching: Methods of Instruction for the Mentally Retarded.**
McGraw-Hill.

The Exceptional Parent, Practical Guidance for Parents of Children with Disabilities.
Published by Psy-Ed Corporation, 264 Beacon Street, Boston, Massachusetts.

Vallett, Robert E. **Programming Learning Disabilities.**
Palo Alto, California: Fearon Publishers, 2165 Park Blvd. 94306.
Many teachers find some helpful ideas for teaching TMH in this book.

PERIODICALS

"Academic Therapy"
1539 Fourth Street
San Rafael, California 94901

"Exceptional Children" (published monthly except June and August)
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Exceptional Children Research Review" (published every five years or so by Council for Exceptional Children 1963, 1968)

"Education and Training of the Mentally Retarded" (published 4 times early)
Division on Mental Retardation
The Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"Mental Retardation" (published bi-monthly)
American Association on Mental Deficiency
5201 Connecticut Avenue, NW
Washington, D.C. 20015

"Teaching Exceptional Children" (published 4 times per year)
CEC ERIC Clearing House and IMC Network
Council for Exceptional Children
Jefferson Plaza Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

"The Digest of Mentally Retarded" (3 issues per year and supplements)
197-20 125th Street
Richmond Hill, New York 11419

"The Pointer" (3 issues per year and supplements)
P. O. Box 131
Syracuse, New York 13210